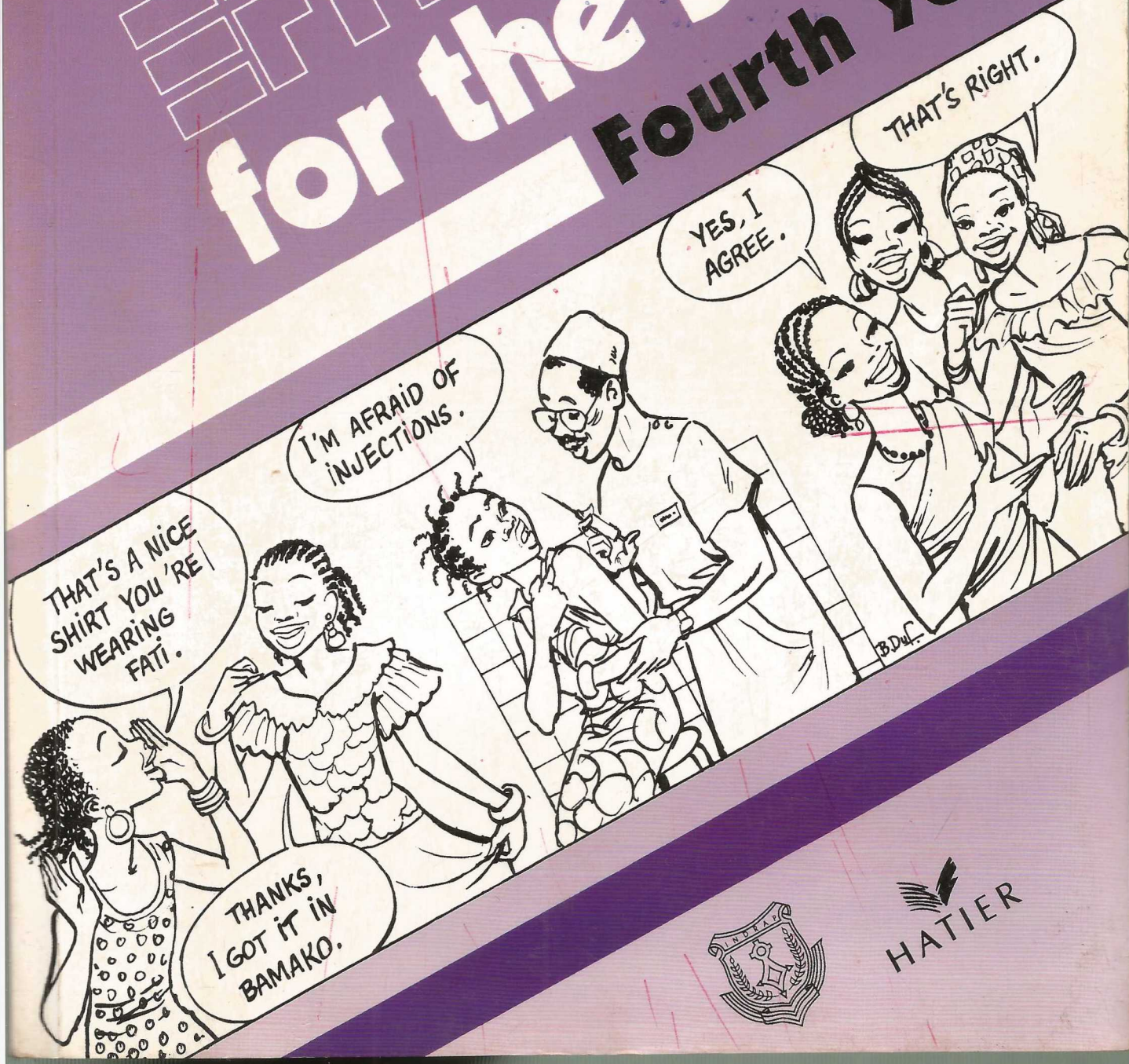


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English for the Sahel

Fourth Year



HATIER

République du Niger
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Institut National de Documentation, de Recherche, et d'Animation Pédagogiques

ENGLISH FOR THE SAHEL

FOURTH YEAR

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Avant-Propos

English for the Sahel est une série de manuels d'anglais du premier cycle, qui tente de répondre au souci d'adapter l'enseignement de l'anglais comme langue étrangère aux réalités du Sahel en général, et du Niger en particulier.

C'est un ouvrage original, conçu, écrit, illustré, et réalisé par une équipe de professeurs nigériens et américains supervisés par un consultant venu des Etats-Unis. Par la présentation et les options pédagogiques qui ont présidé à son élaboration, *English for the Sahel* s'inscrit dans la lignée des méthodes actuelles d'enseignement des langues étrangères. Nous espérons qu'il aidera le professeur dans sa tâche quotidienne, qu'il plaira aux élèves et qu'il leur permettra de progresser, tout en s'amusant, dans un effort cohérent.

Amadou Hamidou
Directeur de l'Enseignement Secondaire
MEN

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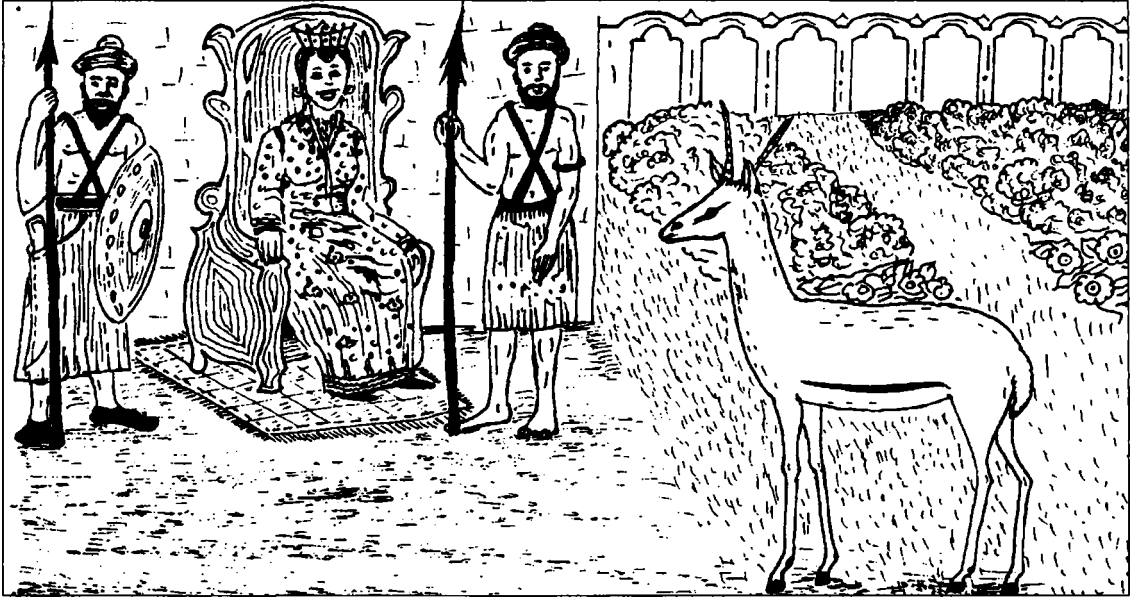
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CHAPTER ONE

Mansur and the Gazelle



Once upon a time there was a very poor man, named Mansur. One day he met a cruel man who had a gazelle in a cage. The gazelle was dying, and Mansur decided to buy the poor animal with his very last coin. This was a good decision because the gazelle was magic. Each night for a week, the gazelle danced in the moonlight at the door of Mansur's house. Then each morning Mansur found a gift of gold or food from the gazelle in the dust at his side.

Then came a night when the moon was full. Mansur awoke in the middle of the night to see the dance of the gazelle and to hear its song. But the next morning, there was no gift and the gazelle had gone. That night, the gazelle had found a diamond. It was so large and brilliant that the gazelle thought no one would believe the diamond belonged to its master. It thought the diamond would only bring its master trouble.

Holding the diamond in its mouth, the gazelle ran to the sultan's palace. As it passed the gate, it saw a princess whose beauty was brighter than the light of the

full moon. Her dress was of the richest silk. The gazelle looked upon the beauty of the princess, and a bright idea came to its mind.

The sultan was sitting half asleep in the beautiful garden of the palace. The gazelle stepped into the middle of the garden and began to dance. As it danced, it sang:

"By the side of the road lies my master, a prince. Robbers have beaten him cruelly, and he is lying in the road in rags. Now who will know that he is a handsome and wealthy prince?"

The sultan rubbed the sleep from his eyes and said, "I thought I heard of a prince who would make a suitable husband for my daughter."

"It's true, noble Sultan!" said the gazelle. "My master was bringing a treasure of gems to offer your Majesty as a gift in return for your daughter's hand. This one gem is all I have been able to save to offer you."

Drawing a long breath, the sultan said, "Ah! Truly, your master must be the man

I have been seeking for my daughter's hand. I will send soldiers out to rescue him."

As the sultan clapped his hands for his servants, the gazelle ran away to the house where Mansur lived. "Master," it cried, "Come with me! Hurry up!" Mansur followed the gazelle down the road towards the city where the sultan's palace was.

"Lie down," it commanded. Surprised, Mansur lay down. The gazelle fell upon him with small, sharp hoofs, beating him and tearing his poor clothes.

As Mansur was picking himself up, the sultan's soldiers galloped along the road

on horseback. On seeing Mansur, they stopped and got off their horses.

"Sir, we have heard of your misfortune," said the leader of the soldiers. "We have new clothing and a horse for you."

Mansur was surprised, but he said nothing. The soldiers led him back to the palace. There, the sultan welcomed him with open arms and said, "At last! I have found the man worthy of my daughter's hand."

Adapted from *A Tale the Storyteller Told* by Jane Werner
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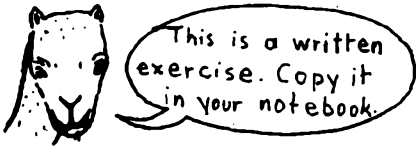
Exercise 1-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. Who was Mansur? • 2. Did he buy the gazelle to eat it? • 3. Why was buying the gazelle a good decision? • 4. What did the gazelle find one night when the moon was full? • 5. Why would people not believe the diamond belonged to Mansur? • 6. What did the Sultan say when he woke up? What did the gazelle say to the sultan? • 7. Did the sultan believe the story the gazelle told him? How do you know? • 8. What was the sultan looking for? • 9. In real life, how do animals help people? • 10. What would you do if you found a large diamond? • 11. Imagine that Mansur's wife insisted that he kill the gazelle. What would you do in his place? • 12. How do you think the gazelle got the gold, food, and diamond for the man?

Exercise 1-2 Writing Questions on the Text

Write questions for these answers.



1. A beautiful gazelle dying in a cage. • 2. Yes, it was a good decision. • 3. To the sultan's palace. • 4. New clothing and a horse. • 5. On horseback. • 6. On seeing Mansur. • 7. He married the sultan's daughter.

VOCABULARY

to belong to	dust	a servant	trouble
bright	to rescue	sharp	wealthy
to clap	to rub	to tear (tore, torn)	

Exercise 1-3**Practicing the New Vocabulary**

Replace each (X) using the words above. You may need to change the form of the word. Use each word only once.

• Example

That blue car (X) Amadou.

That blue car **belongs to** Amadou.

1. El-Hadj Karimou has lots of money. He is a (X) man. • 2. Lawali (X) the dirt off his arm now. • 3. My grandmother has three (X) who cook and clean. • 4. After she finished reading the letter, she (X) it into many pieces because she did not want anyone else to see it. • 5. Take that knife away from Hassana! It's so (X) that she might cut herself. • 6. The singer was so good that the people (X) for five minutes when he finished singing. • 7. My older brother (X) me when I fell into the river. • 8. Last night the moon was very (X), and I was able to read my book without a lamp. • 9. Often a (X) storm comes before a rain storm. • 10. Issoufou was in big (X) because he broke his brother's bicycle.

PRONUNCIATION**It vs Eat****Exercise 1-4****Practicing Sentences**

Read each sentence out loud paying special attention to the vowel sounds.

1. I don't want to **eat** it. • 2. The Sultan told Mansur to **sit** in the **seat** next to him. • 3. **Seek** a doctor if you are **sick**. • 4. My father **beat** me after I **bit** my brother.

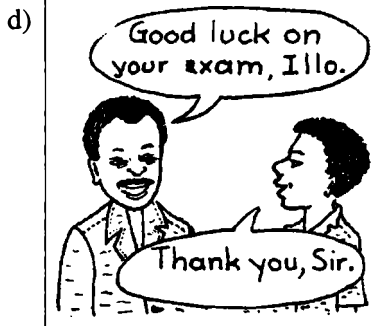
FUNCTION**Thanking People****• Examples**

a) Ahmed: **Thank you very much** for your advice, Mr. Billa.

Mr. Billa: You're welcome.

b) Attiku: **Thanks a lot** for giving me your new notebook.

Seyni: Don't mention it.

**○ Explanation**

In English, thanking people is very important. For example, you must thank people who help you, people who give you something, and people who compliment you.

Exercise 1-5

Practicing Thanking People

Working in pairs, read each situation and make a short dialogue.

● Example

Biba doesn't know how to do an exercise. Her friend helps her.

Student 1 : **Thank you for helping me.**

Student 2 : **Don't mention it.**

1. Ali tells Omar that he is a good driver. • 2. The teacher has a heavy box to take to class. A student helps him. • 3. John's friend makes him a delicious dinner. • 4. Aissa tells Fati that green looks nice on her. • 5. The teacher offers her student a pen. • 6. Lawali explains to Bouba how a radio works. • 7. A father tells his son he hopes he will have a good trip.

EXPANSION

Writing Sentences

Exercise 1-6

Writing Sentences

Write five original sentences about the sultan's daughter. Use one of the following words in each sentence : silk, hair, eyes, to marry, to like. Use your imagination. Underline the word in each sentence.

● Example

tall - The princess was very **tall** and always wore red.



GRAMMAR

1. So...That

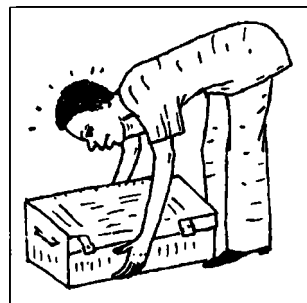
● Examples

a) The box is **so** heavy **that** Moussa cannot pick it up.

La boîte est si lourde que Moussa ne peut pas la soulever.

b) Mansur was **so** poor **that** he had almost nothing to eat.

c) The princess was **so** beautiful **that** the gazelle wanted her to marry Mansur.



Exercise 1-7

Describing Situations with So...That

Look at each picture and make a sentence with **so...that**.
Use the words given.

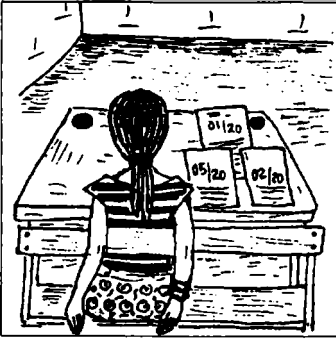
● Example



tall

stand up inside the house

He is **so** tall **that** he cannot stand up inside the house.



1. weak in science
pass her exam



2. fat
run fast



3. sick
go to school



4. small
score a goal



5. slow
finish before dark



6. busy
go to the party



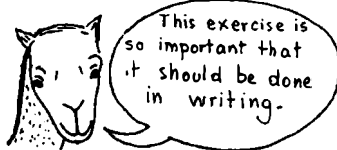
7. hungry
work

Exercise 1-8

Making Sentences with So...That

Write a new sentence with similar meaning to the sentence given.

Use **so...that** in each sentence.



● Example

None of the women wanted to marry him because he was very nasty.
He was **so** nasty **that** none of the women wanted to marry him.

1. Abari could not go to the party because he was very tired. • 2. Bachir had to ask people for money because he was very poor. • 3. Zara refused to eat because she was very angry at her mother. • 4. In January, people sleep inside their houses because it is cold. • 5. Kouré did not go hunting anymore because he was ashamed. • 6. Amina had to clean her house for three hours because it was very dusty. • 7. Kataki won the wrestling competition because he was very clever.

2. So Many and So Much...That

● Example with a Count Noun (plural)

So many people came to the wedding **that** all the food had been eaten by seven o'clock.

Tant de gens assistèrent au mariage que toute la nourriture fut mangée avant sept heures.

● Example with a Non-Count Noun (singular)

My brother ate **so much** meat **that** he got a stomachache.

Mon frère a mangé tellement de viande qu'il a eu mal au ventre.

Exercise 1-9

Combining Sentences with So Much or So Many

Combine the two sentences with **so much...** or **so many... that**.



● Examples

- a) Hamidou scored a lot of goals. Everybody congratulated him.
Hamidou scored **so many** goals **that** everybody congratulated him.
- b) Illo won a lot of money in the lottery. He was able to go to Mecca.
Illo won **so much** money in the lottery **that** he was able to go to Mecca.

1. There are a lot of books on the table. Fati cannot lift them. • 2. Last night we had a lot of homework. We could not go to bed at ten o'clock. • 3. There was a lot of rain. They had to drive slowly. • 4. He eats a lot of rice. He is becoming fat. • 5. The villagers planted a lot of trees. The dunes were held back forever. • 6. Mr. Issa talked a lot about radio waves. The students called him "Mr. Waves". • 7. Tahirou had a lot of work to do. He could not play with his friends.

Exercise 1-10

Translating French into English

1. Nous n'irons pas au marché demain. • 2. Il était si malin qu'il pouvait jouer des tours à ses amis. • 3. Il est trop faible pour soulever ce carton. • 4. Les enfants ont peur de sortir. • 5. Le policier m'a demandé si je connaissais le voleur. • 6. Moussa était tellement fatigué qu'il ne pouvait conduire. • 7. Il y a tellement de voleurs dans la ville qu'un nouveau poste de police sera bientôt ouvert. • 8. J'allais au cinéma quand je l'ai rencontré. • 9. Est-ce que la gazelle a aidé Mansur ? Oui. • 10. Elle est si fière de sa nouvelle robe qu'elle ne cesse pas de se regarder dans le miroir.

▶ LISTENING COMPREHENSION

Exercise 1-11 Answering Questions

Replace the (X) with the correct choice.

1. The man went into the bush to (X).

- a) hunt b) farm c) look for treasure d) perform a ceremony

2. The muskrat asked the man to (X).

- a) save him from a lion b) give him a ride down the road in his pocket
c) give him some food d) carry him across the road

3. The man believed that (X).

- a) the muskrat was magic b) the muskrat could hurt him
c) the muskrat could never do what he said d) he should stay with the muskrat

4. In the end, the (X).

- a) lion ate the muskrat b) muskrat tricked the man
c) man saved the muskrat d) muskrat tricked the lion

▶ WRITING

Review of Sentence Types

Simple Sentences

- **Examples** a) Mansur took the gazelle to his house.
- b) Mansur was a poor man.



Compound Sentences

- **Examples** a) Mansur took the gazelle to his house, **but** he could not feed it.
- b) Mansur was a poor man, **and** his clothes were very old.

Complex Sentences

- **Examples** a) Mansur took the gazelle to his house **when** night fell.
 or When night fell, Mansur took the gazelle to his house.
- b) Mansur did not have a wife **because** he was a poor man.
 or Because Mansur was a poor man, he did not have a wife.

Sentences with Relative Clauses

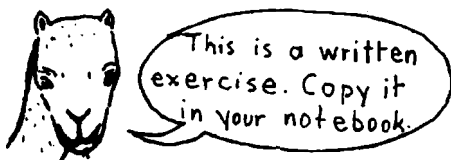
● Examples

- a) Mansur took the gazelle **that** he had bought to his house.
- b) Mansur was the poor man **who** married the Sultan's daughter.

Exercise 1-12

Writing Sentences

Write eight original sentences: two simple sentences, two compound sentences, two complex sentences, and two sentences with relative clauses. Do not copy sentences from the book.



CHAPTER TWO

A Report on the Future Entrepreneurs' Club

DATE: May 15, 1991
TO: The Ministry of Education
FROM: Mr. Amadou Souley, Director of Sabon Lakwal Middle School
SUBJECT: The Future Entrepreneurs' Club (FEC)

The goal of the FEC at Sabon Lakwal is to help the members see that they are able to earn money and to keep track of it. We chose skills which, once learned, would give them the ability to improve the lives of the people in their communities.

The town officials agreed to lend the money necessary to start the club. On November 24, 1991, 200,000 CFA was received from City Hall. The money was divided as follows:

The Garden Project:	50,000 CFA
The Food Drying Project:	30,000 CFA
The Sewing Project:	120,000 CFA

The Garden Project

At the beginning of December, several students from the Agricultural Institute gave a lecture about off-season gardening to the members of this project. Before leaving, they also gave them seeds to plant. Watering cans, hoes, and materials for fences were bought with the 50,000 CFA.

112 students planted the gardens in early January. When the vegetables ripened, students began selling them at the market. At the end of each week, all of the vegetables that had not been sold were given to the Food-Drying Project. By the end of the season, they had made a profit of 18,325 CFA.

The Food-Drying Project

Two members of the Food and Agriculture Organization (FAO) visited the club in January and taught four lessons on drying methods. The 86 students who participated have used this information to dry, package, and sell all of the vegetables that the Garden Project did not sell.

First, the students spent 23,000 CFA to buy the mats, bricks, nets, and cloth, which they used to construct the food-dryers. They also paid 2,000 CFA for vegetables which were used in the training lessons. Then, while the vegetables were drying, the students bought empty brown sacks to package the dried vegetables. The sacks cost 5,000 CFA.

For two weekends before Ramadan the students sold the dried vegetables at the market for a profit of 4,795 CFA.

The Sewing Project

90,000 CFA was spent on three sewing machines. The remaining 30,000 CFA was used to buy sewing supplies and fabric. Most of the 293 students who participated in the

project made baby clothes or sheets. Some members, who had more experience sewing, used the machines to make clothes. Many of the finished products were sold at a school fair on April 15th. The students continue to sell their work at the weekly market. So far, the Sewing Project has earned 181,500 CFA.

Future Plans

The FEC’s total earnings were 284,620 CFA. The Club paid 200,000 CFA back to City Hall. Of the 84,620 CFA profit that the Club made, 20,000 CFA will be used to start a Carpentry Project next year. 5,000 CFA will be spent on seeds for next year’s garden. More sewing supplies and fabric will be bought with 20,000 CFA. 25,000 CFA will be spent on materials for a Crocheting Project in October. The rest will be saved for other future projects.

Conclusion

The FEC has been a great success. Enough money has been earned to expand the club next year. The club members have learned valuable skills with which they can help themselves and their communities.

FEC Balance Sheet, 1991 - 92

Date	Description	Credit	Debit	Balance to Date
11/24	Loan from city hall	200,000		200,000
12/15	Gardening Project		50,000	150,000
12/15	Sewing Project		120,000	30,000
1/3	Food-Drying Project		30,000	0
4/22	Gardening Project	68,325		68,325
4/22	Sewing Project	181,500		249,825
4/22	Food-Drying Project	34,795		284,620
4/25	Pay Back Loan (City Hall)		200,000	84,620

Exercise 2-1

Answering Questions on the Text
Answer each question using a complete sentence.

1. What is the goal of the FEC? • 2. How much did the City Hall lend to the Club? • 3. What did the members of the Club get from the Agriculture Institute? • 4. Did the Garden Project members sell all of the vegetables that they grew? If not, what did they do with the rest of the vegetables? • 5. Where were the Sewing Project products sold? • 6. How much of a profit did the Sewing Project make? • 7. What new projects has the Club planned for next year? • 8. What kinds of practical activities go on at your school? • 9. Have students at your school ever worked together to improve the community? Why or why not? • 10. How could the students at your school work together to make money?

Exercise 2-2**Writing Questions on the Text**

Write questions for these answers.



This exercise and
the next one are written
exercises

1. On November 24, 1991. • 2. Watering cans, hoes and materials for fences. • 3. Taught four lessons on drying methods. • 4. Baby clothes or sheets. • 5. 284,620 CFA. • 6. More sewing supplies and fabric. • 7. Yes, they earned enough money.

Exercise 2-3**Filling in a Balance Sheet**

Follow the steps below.

Step One:

Study the balance sheet that goes with the text. That balance sheet is for school year 1991-1992. Notice that all of the money coming in to the Club's account is listed in the **Credit** column, and all of the money going out is listed in the **Debit** column.

Step Two:

Table 1 below gives information about the FEC in 1992-1993. Look at the information and say if each amount of money listed goes in the **Credit** column or the **Debit** column.

Table 1: Notes from FEC, 1992 - 93

Date	Description	CFA
10/20	Balance from FEC account, 1991 -92	84,620
12/12	Amount spent on materials for Carpentry Project	20,000
12/12	Amount spent by Garden Project	19,620
11/10	Loan from City Hall (for a new sewing machine)	30,000
5/10	Amount earned by Carpentry Project	164,000
12/6	Amount Sewing Project spent on supplies and new sewing machine	50,000
5/10	Amount made by Garden Project	40,000
12/6	Amount spent by Crocheting Project for supplies	25,000
5/10	Amount Sewing Project earned	14,500
5/15	Amount paid back to City Hall	30,000
5/10	Amount earned by Crocheting Project	78,300
5/10	Amount earned by Food Drying Project	16,125

Step Three:

The balance sheet below is for school year 1992-1993. In your notebook, complete the balance sheet with the information in Table 1. The first two lines have been done for you.

- ! Do not forget to complete the **Balance to Date** column. Be sure to put the items in order according to the date. Earliest dates go first.

FEC Balance Sheet, 1992 - 93

Date	Description	Credit	Debit	Balance to Date
10/20	Balance from FEC, 1991 - 92	84,620		84,620
11/10	Loan from City Hall	30,000		114,620
12/6				

carpentry	empty	a goal	valuable
to dry	fabric	to ripen	a watering can
to earn	a fair	supplies	

Exercise 2-4 Practicing the New Vocabulary

Replace each (X) using the words above. You may need to change the form of the word.

- **Example** My brother bought some (X) to make himself new trousers.
My brother bought some **fabric** to make himself new trousers.

1. You can (X) money by growing vegetables and selling them at the market. • 2. Because the sacks of rice were almost (X) everyone was waiting for the harvest. • 3. Sahabi was happy that he had studied (X) with his uncle because he had learned how to make tables and chairs • 4. Sahabi had learned many (X) skills which would help him in his future. • 5. The students had to fill the (X) every morning to water the garden. • 6. In March, when all of the vegetables (X), the garden was very colorful. • 7. Rahila's (X) was to get the highest math grade in the class. • 8. Every year there is a (X) at school, where the students sell things. • 9. Before they made tea, they got all of their (X) ready. • 10. After the rain, he put his shirt out in the sun (X).

PRONUNCIATION

Stress in Sentences

Last year, you learned that we can accent a word if it is very important. Listen as your teacher reads these sentences out loud.

- a) The **man** liked to dance. (not the woman)
- b) The man **liked** to dance. (He did not hate dancing.)
- c) The man liked to **dance**. (not to eat)

Exercise 2-5 Understanding Stress

1. Read the question.
2. Your teacher will read each question three times, with different stress each time.
3. Each time raise one finger if answer 1 is correct, two fingers if answer 2 is correct, or three fingers if answer 3 is correct.

- **Example**

Question: Did the man give Sani some cigarettes?

Possible answers:
 1. No, he gave them to **Mahamadou**.
 2. No, he **asked** him for some.
 3. No, it was the **woman**, not the man.

Your teacher reads:

1. Did the man give **Sani** some cigarettes?
(Answer 1 is correct.)
2. Did the man **give** Sani some cigarettes?
(Answer 2 is correct.)
3. Did the **man** give Sani some cigarettes?
(Answer 3 is correct.)

1. Question:

Did Mato go to the bar yesterday?

Possible answers:

1. No, Maman did.
2. No, he went this morning.
3. No, he went to the mosque.

2. Question:

Did the policeman catch the thief in the store?

Possible answers:

1. No, the thief got away.
2. No, he caught him in the street.
3. No, the soldier did.

3. Question:

Did the director give Hamidou a Coca-Cola?

Possible answers:

1. No, it was a glass of fruit juice.
2. No, he gave it to Safiatou.
3. No, the teacher did.

4. Question:

Did Ousmane tell you that story about Haoua?

Possible answers:

1. No, it was about Zeinabou.
2. No, Mariama did.
3. No, he told it to Karami.



FUNCTION

Counting to One Million

1,000	one thousand
2,000	two thousand
3,000	three thousand
4,365	four thousand three hundred sixty-five
10,000	ten thousand
20,000	twenty thousand
80,000	eighty thousand

93,951	ninety-three thousand nine hundred fifty-one
100,000	one hundred thousand
400,000	four hundred thousand
614,962	six hundred fourteen thousand nine hundred sixty-two
1,000,000	one million

In English, we use commas in big numbers. In French, we use periods.

Correct: 1,000,000 = one million

We **do not** use the plural form of hundred and thousand.

Correct: 3,500 = three thousand five hundred

Incorrect: 3,500 = ~~three thousands five hundreds~~

Exercise 2-6

Practicing Large Numbers

Read these numbers out loud.

● **Example**

3,248,936

three million two hundred forty-eight thousand nine hundred thirty-six

a. 4,598 • b. 4,698 • c. 14,678 • d. 44,333 • e. 42,998 • f. 341,017 • g. 372,990 • h. 642,689.
• i. 4,214,603 • j. 240,234 • k. 234,240 • l. 1,333,333

EXPANSION

1. Review of False Cognates

English

actually = *en fait*

attend = *assister à*

demand = *exiger*

lecture = *conférence*

assist = *aider*

deceive = *tromper*

ignore = *ne tenir aucun compte de*

library = *bibliothèque*

French

actuellement = at present

attendre = wait for

demander = ask for

lecture = reading

assister à = attend

décevoir = disappoint

ignorer = not to know about

librairie = bookstore

Exercise 2-7

Review of False Cognates

Replace each (X) with one word from the choices given below.

actually	to attend	to demand	lecture
to assist	to deceive	to ignore	library

1. When he heard about the (X) on malnutrition, he decided that he would (X). • 2. "Are you going to the party tomorrow?" "No, (X), we're going to the movies." • 3. Abou went to the school (X) to look for information for her science project. • 4. Their teacher (X) that the impolite student leave the classroom immediately. • 5. When Ousseini saw the old woman carrying the heavy box, he went over to (X) her. • 6. Because he wanted to go play football, Maïga (X) his mother when she asked him to sweep the compound. • 7. When Karim discovered that his son had lied to him, he was very angry that he had been (X).

2. Useful Phrases

at last (*enfin*): **At last!** I have found the man worthy of my daughter's hand.

with open arms (*à bras ouverts*): Then, the Sultan welcomed him **with open arms**.

to pick oneself up (*se relever*): As Mansur was **picking himself up** off the road, the Sultan's soldiers galloped along on horseback.

to keep track of (*gérer*): Laouali **kept careful track of** the money the Club made.

as follows (*comme suit*): The money was divided **as follows**:

The Garden Project	50,000 CFA
The Food Drying Project	30,000 CFA
The Sewing Project	120,000 CFA

Exercise 2-8 Practicing The New Phrases

Complete each sentence below with one of the phrases from the list above.

1. Babiné had a difficult time (X) his little brothers and sisters because there were so many.
- 2. When Rakia returned to her village, her parents greeted her (X).
- 3. "After twelve hours on the road, we have arrived home (X)."
- 4. The teacher's three most important classroom rules were (X) : a) Listen to the teacher. b) Don't write in the books. c) Don't talk during a test.
- 5. If you fall off of a donkey, you have (X) and get right back on.
- 6. Koubra reads so many books that he has trouble (X) the titles.
- 7. After 27 years in prison, Nelson Mandela was freed (X).

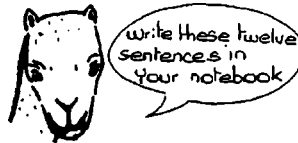
Exercise 2-9 Writing Sentences

Write a simple, a compound and a complex sentence for each of these four verbs: to dry, to rescue, to rub, to earn. Do not copy from the book.

• Example

to study

1. Fatchima studied her lessons.
2. Fatchima studied her lessons, and she passed her test.
3. Fatchima studied her lessons because she wanted to do well in school.

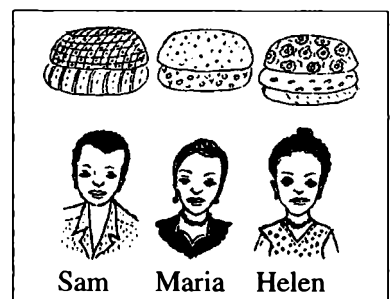


GRAMMAR

Comparisons of Equality: Quantities

• Examples with Non-Count Nouns (singular)

- a) Sam has **as much** fabric **as** Maria.
Sam a autant de tissu que Maria.
- b) Maria does not have **as much** fabric **as** Helen.
Maria n'a pas autant de tissu qu'Helen.



● **Examples with Count Nouns (plural)**

c) Helen made **as many shirts as** Maria.

Helen a fait autant de chemises que Maria.

d) Maria has not made **as many shirts as** Sam.

Maria n'a pas fait autant de chemises que Sam.



Exercise 2-10 Using As Much or As Many

Write a sentence summarizing the sentences given. Use **as much...as** or **as many...as** in each sentence. Some of your sentences will be negative.

● **Examples**

a) Abdoulaye has three brothers. Karim has three brothers.

Abdoulaye has **as many** brothers **as** Karim.

b) Mariama drank three bottles of Fanta. Salifou drank four bottles of Fanta.

Mariama did not drink **as much** Fanta **as** Salifou.

1. The young woman has prepared one kilo of rice. My mother has prepared two kilos of rice.
 • 2. The young thief stole two radios. The old thief stole five radios. • 3. The primary school earned 12,000 CFA selling vegetables. The middle school earned 17,000 CFA selling vegetables. • 4. She used one bar of soap. I used one bar of soap. • 5. He owns one watering can. His sister owns two watering cans. • 6. The Nigerien wrestler has defeated five opponents. The Togolese wrestler has defeated five opponents. • 7. Daouda ate two bean cakes. Harouna ate five bean cakes. • 8. Boubacar used two meters of cloth to make his pants. Ousmane used two meters of cloth to make his pants. • 9. Zeinabou gave the woman one bottle of aspirin. The nurse gave the woman one bottle of aspirin. • 10. The woman sold two liters of mineral water. The merchant sold five liters of mineral water. • 11. The factory made six meters of fabric. The women's cooperative made nineteen meters of fabric. • 12. The coffee has three cubes of sugar in it. The tea has three cubes of sugar in it.

Exercise 2-11 Using Comparisons of Equality

Write a negative sentence with the same meaning as the sentence given.

Use **as... as** in each sentence.

● **Example**

a) Mary has more tomatoes in her garden than Kevin.

Kevin does not have **as many** tomatoes **as** Mary.

b) Rabiou works less seriously than Fatou.

Rabiou does not work **as seriously as** Fatou.



This is a written exercise.

1. Jean has sewn more dresses than Aminata. • 2. I go to wrestling matches more often than my friends. • 3. The older boys used more fabric than we did. • 4. Tom's grades are better than mine. • 5. The vegetables at the market are riper than the vegetables at the store. • 6. Nigeriens use more firewood than Gambians. • 7. My knife is sharper than Chaïbou's knife.

Exercise 2-12 Comparing Four Students

Study the pictures and statistics below. Then write seven pairs of sentences about the students. The sentences in each pair must have the same meaning. Use as many different comparative structures as you can.

● **Example**

Abdul has got 4 books.

Mariama has got 7 books.



This is a written exercise.

Abdul has fewer books than Mariama.
Mariama has more books than Abdul.

Note

The two sentences have the same meaning.

Idi

Age: 17
Weight: 61kg.
English grade: 9/20
Math grade: 12/20



Mariama

Age: 18
Weight: 55kg.
English grade: 10/20
Math grade: 15/20



Fati

Age: 15
Weight: 49kg.
English grade: 14/20
Math grade: 8/20



Abdul

Age: 17
Weight: 58kg.
English grade: 6/20
Math grade: 12/20



Exercise 2-13 Translating French into English

1. Ali travaille aussi bien que son frère dans le jardin. • 2. Une houe n'est pas aussi chère qu'un arrosoir. • 3. Quand Issa arriva, sa soeur était déjà partie au marché. • 4. Est-ce que Ali est aussi grand qu'Aïchatou ? • 5. Les élèves ont produit tellement de légumes qu'ils n'ont pas tous pu les vendre au marché. • 6. Qui gagne plus d'argent, un professeur ou un commerçant ? • 7. Tu mangeras mieux si tu achètes nos légumes frais ou secs. • 8. Ali fait partie du F.E.C. • 9. Mon sac pèse plus que celui de Fati. • 10. Le bébé a bu tant de lait qu'il s'est endormi.

LISTENING COMPREHENSION

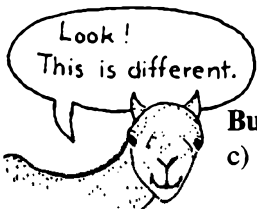
Exercise 2-14 Answering Questions

Replace the (X) with the correct choice.

- This is an advertisement for (X).
a) vegetables b) a school c) a fair d) a party
- According to the advertisement, you can buy all of these except (X).
a) cloth b) children's clothes c) soft drinks d) vegetables
- The event will take place (X).
a) on Tabaski b) on April 15th c) at City Hall d) at the market
- You should go to this if you (X).
a) want to learn how to make baby's clothes b) want to buy meat
c) want to buy sheets d) want to learn how to embroider

Relationships Between Sentences

- **Examples**
 - a) The students grow **vegetables** in their garden. They sell the **vegetables** in the market.
The two sentences above are about **vegetables**.
The two sentences are **related**. (related = *apparenté*)
 - b) The Future Entrepreneurs' Club will have a **fair**. They will sell their goods **there**.
The two sentences are about the **fair**.
The sentences are **related**.



But:

- c) Salifou is President of the Future Entrepreneurs' Club.
Mauritania is a country in the Sahel.
These sentences are **not related**.

Exercise 2-15 **Saying Whether Sentences are Related**

Read each pair of sentences. Say "yes" if the two sentences are related.
Say "no" if they are not.

- **Examples**
 - a) Mansur saved a gazelle. The happy animal gave him many wonderful things. **Yes**
 - b) Mansur saved a gazelle. The FEC earned a lot of money last year. **No**

1. The Garden Project received 50,000 CFA. The members spent the money on watering cans, hoes, and materials for fences. • 2. Mr. Brown is Encyclopedia's father. The man bought a magic gazelle. • 3. The girl did not want to marry the servant. Zobo played a trick on the hunter. • 4. Class started at 8:00. Bourejima was late and got in trouble. • 5. Didjé wanted to send a letter to her friend. She went to the Post Office to buy stamps. • 6. Sa'a had to go to the market to buy meat for dinner. She wants to go to Timbuktu. • 7. Rakia's father wanted her to marry an old trader. She was not happy with her father's choice.

Exercise 2-16 **Writing Related Sentences**

Choose five of the subjects below.
Write two related sentences about each.

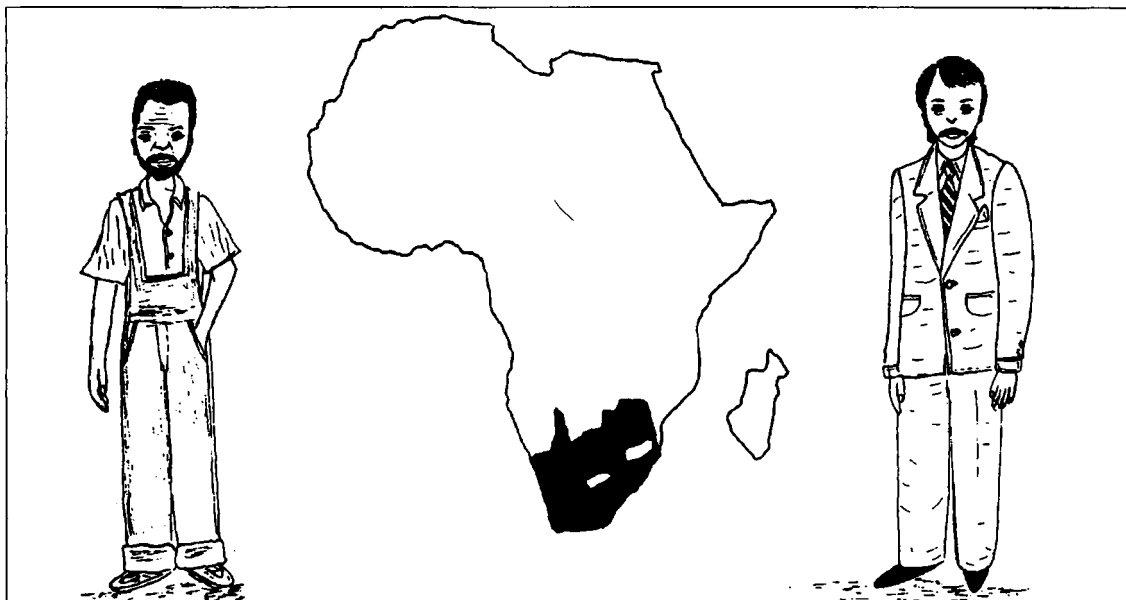


- **Examples** animals : Gazelles are beautiful animals. They live in the bush.

animals	magic	planting	your village or town
the desert	movies	religion	fish
health	music	school	cigarettes

CHAPTER THREE

Apartheid



For thousands and thousands of generations the San and the Khoi Khoi people have lived in southern Africa. At first, nobody from the outside world bothered them. But in 1487, white people from Portugal arrived. Since then, there have been many conflicts.

Over the years, different European countries controlled southern Africa. In 1910 it became an independent country; but South Africa was still controlled by a tiny white minority.

Apartheid was officially introduced in 1948. Apartheid is a system of laws designed to separate different races from each other. The word *apartheid* means *separateness*. It is based on the belief that white people are superior to non-white people.

Under apartheid, black people worked for white people. They worked in diamond mines, in homes as servants, and on farms. Through black people's labor, white South Africans became some of the richest people in the world. But the black people did not share in their good fortune. In fact, black

people were not even allowed to enter "white" shops or live in "white" towns. A black servant explained her situation : "In my job, I prepared food for the dogs. They (the white family) ate good meat while I was given only the cheapest scraps. My food was kept in one refrigerator. Food for the family and the dogs was kept in another. I hated it, but what could I do?"

This servant's life was not unusual. Under the system of apartheid, the laws kept black people away from white ones. The Immorality Act made marriage between different races illegal. The pass laws required all non-white people to carry passes when they traveled around their country. Other laws created separate areas called "homelands", or *bantustans*, where all black people were forced to live.

What were the homelands? Chief Albert Luthuli, a Nobel Prize winner, explained, "To us, *bantustan* means the home of disease and miserable poverty, the place where we shall be swept into heaps to rot... The place where old people and sick people are sent when the cities have taken

all their strength, youth, and labor. Our home is the white man's garbage can."

Although South African blacks had no political power, there were some organizations to help them. One was called the African National Congress (ANC). In 1952, the ANC started to fight against apartheid. The ANC held many demonstrations. The white government responded to these demonstrations with violence. At the Sharpeville massacre, police shot and killed 69 people who were demonstrating against the pass laws. At the Soweto uprising in 1976, police killed 176 school children who were marching in the streets.

In an effort to end these demonstrations, the apartheid government put many black leaders in prison for life. The most famous was Nelson Mandela, who was imprisoned in 1963.

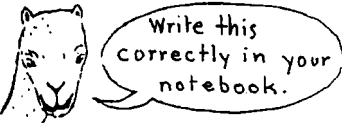
People inside and outside of South Africa were unhappy about the policies of the white government. Demonstrations inside the country increased in the 1980's. Some countries refused to do business with white South Africa unless they changed their laws. These pressures were successful. In 1990, after 27 years, Nelson Mandela was freed. He had become a symbol of the people, and his release was a great victory for the anti-apartheid movement.

Little by little, the white racist government in South Africa has been forced to change. The Immorality Act has been revoked. Now it is legal for blacks and whites to marry. Even the old pass laws have been removed. Maybe someday the difference between the free black and white citizens of South Africa will show up only in photographs.

Exercise 3-1 Answering Questions on the Text
Answer each question using a sentence.

1. Before the Portuguese arrived, who lived in southern Africa? • 2. When did South Africa become an independent country? • 3. What is apartheid? • 4. What jobs did many black people have? • 5. Under apartheid, were the black people rich? • 6. Why were white South Africans rich? • 7. Why was the servant's food kept in a separate refrigerator? • 8. What were people demonstrating against at Sharpeville? • 9. Who is Nelson Mandela? • 10. Name two things that have changed in South Africa. • 11. Explain the last sentence in the text. • 12. Do you know anyone who is a racist? Explain why you think he or she is a racist. • 13. Have you ever marched in the streets? For what reason?

Exercise 3-2 Writing Questions on the Text
Make questions for these answers.



1. For thousands and thousands of generations. • 2. Different European countries. • 3. Separateness. • 4. Good meat. • 5. The Immorality Act. • 6. 69 people. • 7. Yes, they have begun to change.

VOCABULARY

to bother	a garbage can	to rot	youth
a disease	poverty	to separate	
to free (someone)	(political) power	to show up (showed, shown)	

Exercise 3-3 Practicing the New Vocabulary

Replace each (X) with one of the four choices given.

1. You would put (X) in a garbage can.
a) a new dress b) dirty papers c) a garage d) books
2. If you have a disease you are (X).
a) sick b) healthy c) happy d) wealthy
3. A person who lives in poverty, does not have a lot of (X).
a) children b) water c) hair d) money /
4. If something shows up, this means you can (X) it.
a) take a picture b) eat c) see d) not see
5. A (X) has a lot of power.
a) dog b) child c) servant d) president
6. The girl (X) her brother because he was bothering her.
a) hit b) played with c) thanked d) talked to
7. (X) cannot rot.
a) Mangoes b) Gold c) Meat d) Wood
8. If you free people, you (X).
a) give them a gift b) cook them c) let them go d) ask them a question
9. Things that are separate are (X).
a) next to each other b) not together c) bigger than each other d) the same
10. A word related to the word youth is (X).
a) hungry b) you c) yesterday d) young

PRONUNCIATION**The Before Vowels and Consonants****Exercise 3-4 Practicing The Before Vowels and Consonants**

Read each sentence out loud paying special attention to the pronunciation of the word **the**.

1. **The** girl was afraid of **the** animal.
2. **The** elephant put his trunk in **the** house.
3. **The** English teacher gave **the** most difficult test.

FUNCTION

Making Exclamations with What

● Examples

- a) What a catastrophe!
Quelle catastrophe !
- b) What a horrible place to live!
- c) What tall millet!



○ Explanation

To make an exclamation we can use the word **what**.
Use the article **a** or **an** with count nouns.
With non-count nouns do not use an article.

Exercise 3-5

Making Exclamations with What

Change the following sentences into exclamations with **what**, **what a**, or **what an**.

● Example

The demonstration was violent.
What a violent demonstration!

1. The weather is terrible. • 2. The fabric is beautiful. • 3. That man is wealthy. • 4. This knife is sharp. • 5. She is a strong and clever woman. • 6. This watering can is heavy. • 7. The moon is bright.

EXPANSION

1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
dust	to dust	dusty	—	—
gift	to give	giving	selfish	—
rot	to rot	rotten	—	—
separateness	to separate	separate	—	separately
sharpness	to sharpen	sharp	dull	sharply
truth	—	true	untrue	truly
value	to value	valuable	cheap	—

Exercise 3-6

Practicing Word Families

Replace the words in parentheses with the correct form of the word from the list above.

1. Be careful! That knife is (sharply). • 2. The family kept the horses and the goats in (separately) places. • 3. Clean those desks! They are (dust). • 4. Zabèye was given a motorcycle when he passed the BEPC. It was a nice (give). • 5. If you dry tomatoes in the sun they will not (rot). • 6. That is a lie. It is completely (true). • 7. A lot of students have learned (value) skills in the FEC.

1. Habitual Past with Used To + Verb

● Affirmative Examples

- a) Nelson Mandela **used to** be in prison.
Autrefois Nelson Mandela était en prison.

= { In the past, Nelson Mandela was in prison.
+
He is not in prison now.



- b) South Africa **used to** have a law making marriage between different races illegal.

= { In the past, South Africa had this law.
+
It does not have this law now.

● Negative Example

- c) South African blacks **did not use to** have any political power.

= { In the past, they did not have political power.
+
Now they have political power.

● Interrogative Examples

- d) **Did you use to** play with dolls? (doll = *poupée*)

- e) What **did you use to** do when you were young?

- **Explanation** **Used to** expresses a habitual action or condition that happened in the past, but which does not happen in the present.

Exercise 3-9

Using Used To

Put the verb in each sentence in the habitual past with **used to**.

● Example

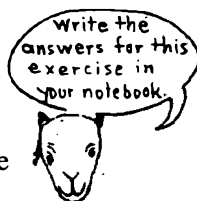
Mariama (play) with dolls.

Mariama **used to play** with dolls.

1. Only the San and the Khoi Khoi (live) in South Africa. • 2. Abdourahamane (go) to primary school in Nouakchott. • 3. Nomads (have) a lot of livestock in the Sahel. • 4. Niamey (not be) the capital of Niger. • 5. Your grandfather (have) a lot of camels? • 6. People (not drink) Coke. • 7. Black South Africans (carry) passes.

Exercise 3-10**Making Sentences with Used To**

Many things have changed since the old days. Read each sentence about the present. Then give a related sentence with **used to** about the past.

**Examples**

a) People get their information from radio and TV.

They **used to get** it from a messenger.

b) Niamey is a big town.

Niamey **did not use to be** a big town.

1. Children do not respect their parents. • 2. People send their children to school. • 3. In South Africa, blacks go to “white” hospitals. • 4. Students study English in schools. • 5. Girls often visit boys. • 6. South Africa is not a colony. • 7. There are only a few gazelles in the Sahel. • 8. Women earn money as carpenters. • 9. People use sewing machines to make clothes. • 10. Pél   does not play football. • 11. People are not allowed to hunt elephants. • 12. People go from one village to another by car.

2. The Same...As**Examples**

a) Halima is **the same** height as Lawal.
or Halima is as tall as Lawal.

b) Lawal is not **the same** age as Halima.



As	+	Adjective	+	As
as		tall		as
as		old		as

=

The same	+	Noun	+	As
the same		height		as
the same		age		as

Nouns	Adjectives
age	old, young
age	new, old
height	tall, short
height	high, low
weight	light, heavy
number	one, two, three, etc.

Nouns	Adjectives
length	long, short
distance from here	far (from here), near (to here)
temperature	hot, cold
price	expensive, cheap
color	blue, white, green, etc.

Use **young** for living things, for example, a **young girl**, a **young goat**... Use **new** for non-living things, for example, a **new shirt**...

Exercise 3-11

Practicing The Same...As

Read each sentence. Write a second sentence with the same meaning as the first. (In some cases your second sentence may not have exactly the same meaning, but it will be similar.)

Use **the same...as** in each sentence.

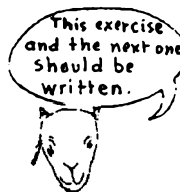
● Examples

a) A cat is not as heavy as a lion.

A cat is not **the same weight as** a lion.

b) John's book is blue. Bibata's book is blue.

John's book is **the same color as** Bibata's.



1. The Niger River is not as long as the Nile. • 2. Abdou is as old as Khadija. • 3. Kader is not as tall as Dogo. • 4. Mopti is not as far from Bamako as Timbuktu is. • 5. In January, it is as cold in Cape Town, South Africa as it is in Sao Paolo, Brazil. • 6. A cow is not as heavy as an elephant. • 7. Millet is not as expensive as wheat. • 8. Souleyman's house was built in 1940. The town hall was built in 1940. • 9. The teacher's car is white. The headmaster's car is blue. • 10. Mount Kilimanjaro is not as high as Mount Everest. • 11. Kalla's new suit was expensive. Sahabi's new suit was cheap. • 12. Fatchima has two brothers. Abdou has two brothers.

Exercise 3-12

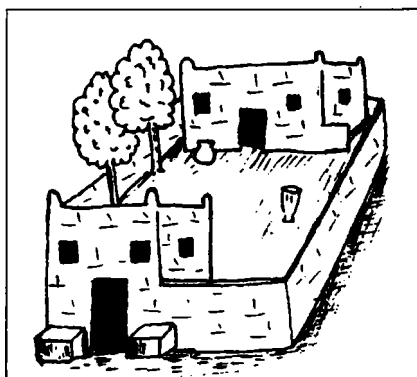
Comparing Two Houses

Study the pictures and facts below. Then write seven sentences comparing the two houses. Use **the same...as** in each sentence. Some sentences may be negative.

● Example

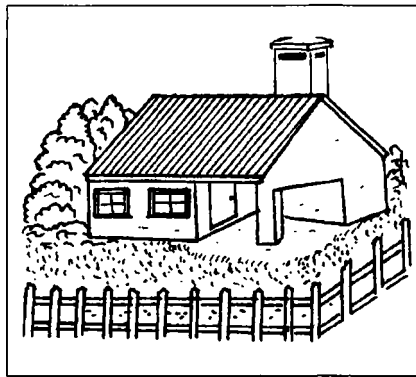
The Smiths' house is not **the same height as** the Kanés' house.

The Kanés' House in Mali



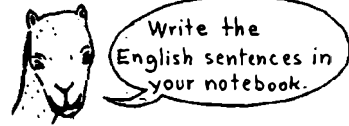
3.5 meters high
3 bedrooms (chambre à coucher)
1 dining room (salle à manger)
1 living room (salon)
1 bathroom (salle de bain)
The yard is 30 meters long.
Built in 1970
Green
100 miles from Niamey
4,000,000 francs

The Smiths' House in the United States



5 meters high
2 bedrooms
1 dining room
1 living room
2 bathrooms
The yard is 12 meters long.
Built in 1967
White
6500 miles from Niamey
15,000,000 francs

Exercise 3-13 Translating French into English



1. Autrefois, le mariage entre les Blancs et les Noirs était illégal. • 2. Ne me dérange pas quand j'étudie ! • 3. Elle n'est pas de la même taille que sa sœur. • 4. Autrefois, il y avait beaucoup d'arbres au Sahel. • 5. La police va libérer cet homme dans deux semaines. • 6. La voiture du directeur n'est pas de la même couleur que celle du professeur. • 7. J'ai beaucoup de cartons vides dans ma maison. • 8. "Merci de ton aide," dit-elle à son ami. "Pas de quoi", répondit-il. • 9. Tout le monde a applaudi quand elle a fini de danser. • 10. Pendant que le professeur expliquait la leçon, Ahmed dormait.

WRITING

Parts of a Deductive Paragraph

General Idea Sentences

Do you remember "The Morning" in your third year English book?

The Morning

The morning is the worst part of the day. First, in the morning you must wake up. Waking up is never easy. Second, you must walk to school. Finally, all the most difficult classes are in the morning. Math, Science and French are in the morning.

You studied how to make a paragraph plan.

A Paragraph Plan

General Idea Sentence:

The morning is the worst part of the day.

Specific Point 1:

First, in the morning you must **wake up**.

Waking up is never easy.

(One sentence related to **wake up**.)

Specific Point 2:

Second, you must walk to school.

(It is not always necessary to have two sentences).

Specific Point 3:

Finally, all the most **difficult classes** are in the morning.

Math, Science, and French are in the morning.

(One sentence related to **difficult classes**.)

• The **general idea sentence** contains the main idea of the paragraph.

Exercise 3-14

Choosing the General Idea

Read each paragraph below. Choose the best general idea sentence.

● Example

First, in the morning you must wake up. Waking up is never easy. Second, you must walk to school. Finally, all the most difficult classes are in the morning. Math, Science, and French are in the morning.

What is the general idea of this paragraph?

- a) We go to school in the morning.
- b) The morning is the worst part of the day.
- c) Every morning people wake up.

Answer : (b) The morning is the worst part of the day.

1. His mother made him a delicious breakfast. He ate porridge, bean cakes and tea. At school Ibrahim had a math test. He only got three wrong. At break, he saw his girlfriend, Falmata, and she gave him a nice ring. After school he played football. He scored two goals and his team won. What an excellent way to end such a great day!

What is the general idea of this paragraph?

- a) Ibrahim is a good student.
- b) Ibrahim had a great day.
- c) Ibrahim got a nice gift.

2. First of all, it is too small. Also the walls are not painted and they are cracked. Insects get in and eat everything. The roof is so old that the rain comes through it. Even the doors are broken. A family is not safe in this house. Nobody wants to live in a house like this.

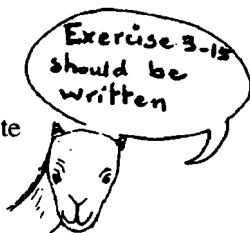
What is the general idea of this paragraph?

- a) Houses are important.
- b) Rain and insects are bad for a house.
- c) This house is in very bad condition.

Exercise 3-15

Writing the General Idea

Read each paragraph below. Then write a good general idea sentence.
Do not write in this book.



● Example

... First, in the morning you must wake up. Waking up is never easy. Second, you must walk to school. Finally, all the most difficult classes are in the morning. Math, Science and French are in the morning.

The morning is the worst part of the day.

1. ...His nose is so small you cannot see it. His hair is falling out. He is almost as bald as a new baby. His teeth are ugly too. Most of them are gone. Those that are still in his mouth are brown and yellow. He is so thin that a strong wind could blow him away. I have never seen anyone as ugly as Mr. Brown.

2. ...Our trip started at the bridge. My sister and I sat in the front of the canoe and our friends sat in the back. We saw men fishing and children washing in the river. My sister cried when she saw a hippo swim past. Our trip was fun and exciting. I want to go on another canoe trip soon.

Details

Details give more information. Details in a paragraph must be related to the general idea.

Exercise 3-16

Completing a Paragraph with Details

Study the paragraph plans below. Then write sentences to complete the paragraph. Do not write in the book.

Example

General Idea Sentence:

Hassana takes good care of her school books.

Specific Point Number 1:

First, she puts paper covers on all her books.

a) (One sentence related to **covers**)

Specific Point Number 2:

Second, she always carries her books in a school bag.

b) (One sentence related to **school bag**)

Specific Point Number 3:

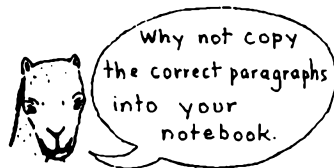
Finally, she never writes in her books.

c) (One sentence related to this idea)

a) These covers protect her books from dirt and sweat.

b) The bag keeps her books dry when it rains.

c) That way, her books will stay clean for future students.



1. General Idea Sentence:

Oumou has a very successful family.

Specific Point 1 :

Her brother has a good job.

a) (One sentence related to **good job**)

Specific Point 2 :

Her sister does well in school.

b) (One sentence related to this idea)

Specific Point 3 :

Her other sister is learning valuable skills at the youth center.

c) (One sentence related to **valuable skills**)

2. General Idea Sentence:

Hakim is a healthy boy.

Specific Point 1 :

He eats healthy foods.

a) (One sentence related to **healthy foods**)

Specific Point 2 :

He exercises every day.

b) (One sentence related to **exercises**)

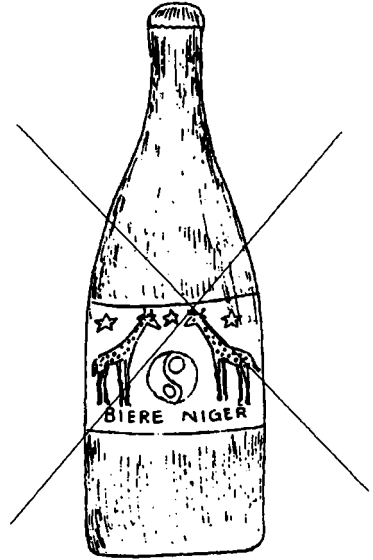
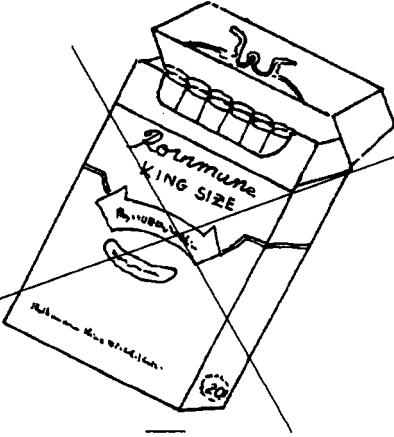
Specific Point 3 :

Finally, he gets enough sleep.

c) (One sentence related to **enough sleep**)

CHAPTER FOUR

Drinking and Smoking



People's habits sometimes harm their health. These habits also harm the people that they love. Many bad habits can be broken or avoided, but the first step is to understand why breaking these habits is so important.

If alcohol has brought much happiness to man, it has also brought much sadness, particularly to the families of people who drink. A little alcohol now and then is not harmful, but too often a little becomes too much. Throughout the world, heavy drinking is one of the causes of serious health problems, even for those who do not drink. Drunkenness not only harms the health of those who drink, but it also hurts the family in many ways. Because a drinker does not think clearly when drunk and hates himself when sober, alcohol can sometimes cause much unhappiness, and violence, often hurting those who are loved most.

How many fathers have spent the last of their money on alcohol while their children were hungry? How many sicknesses result from a person's spending the money he earns on drinking rather than on improving

his family's living conditions? How many people, hating themselves because they have hurt those they love, take another drink to forget?

Once a man realizes that alcohol is harming the health and happiness of those he loves, what can he do? First, he must admit that his drinking is a problem. Some people are able to decide to stop drinking. More often people need help and support, from family, friends, and others who understand how hard it may be to break this habit. People who have been heavy drinkers and have stopped are often the best people to help others do the same.

Smoking, as well as drinking, is dangerous to your own and your family's health for many reasons:

1. Smoking increases the possibility of getting cancer of the lungs and lips. The more you smoke, the greater the chance of dying of cancer.
2. Smoking causes other serious diseases of the lungs, including chronic bronchitis and emphysema.
3. Smoking can help cause stomach ulcers or make them worse.

4. Children whose parents smoke have more cases of pneumonia and other respiratory diseases than children whose parents do not smoke.
5. Smoking increases your chance of suffering or dying from heart disease.
6. Babies of mothers who smoked during pregnancy are smaller and develop more slowly than babies whose mothers did not smoke.
7. Parents, teachers, health workers, and others who smoke set a bad example for children and young

people, increasing the likelihood that they too will begin smoking.

8. Also, smoking costs money. It looks like little is spent, but it adds up to a lot. In some poor countries, more money is spent on cigarettes than is spent on health care programs. If money spent on cigarettes were spent for food instead, children and whole families would be healthier.

Adapted from *Where There Is No Doctor, A Village Health Care Handbook* by David Werner
© 1977 by Hesperian Foundation

Exercise 4-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. What are some habits that hurt people's health and harm the people they love? • 2. What is the first step in breaking these habits? • 3. What has alcohol brought to the families of drinkers? • 4. When must a person admit that his drinking is a problem? • 5. Why is smoking dangerous to your health? • 6. Why do you think people smoke? • 7. Which do you think is more dangerous, smoking or drinking? Why?

Exercise 4-2 Writing Questions on the Text

Write questions for these answers.



1. Much happiness and much sadness. • 2. Admit that this is a problem. • 3. Help and support. • 4. Serious lung diseases. • 5. Your chances of dying from heart disease. • 6. Babies of mothers who smoked during pregnancy. • 7. Parents, teachers, health workers and others who smoke.

VOCABULARY

to admit	drunk	to hurt (hurt, hurt)	suffering
to cause	a habit	rather than	throughout
a chance	harmful	to realize	

Exercise 4-3 Practicing the New Vocabulary

Replace each (X) using the words above. You may need to change the form of the word. Use each word only once.

- **Example** Someone must (X) he has a problem before he can get help.
Someone must **realize** he has a problem before he can get help.

1. Poverty sometimes (X) people to steal. • 2. Smoking is a bad (X). • 3. People sometimes get (X) so they can forget their problems. • 4. If Ali had the (X) to go to America, he would be able to speak English. • 5. I would (X) take a taxi (X) walk. • 6. Stealing is (X) to a community. • 7. Apartheid caused much (X). • 8. People play football (X) the world. • 9. Drunk people often (X) the people they love. • 10. It is difficult (X) to your father that you have made a mistake.

PRONUNCIATION

Stress on Words

Exercise 4-4

Using Stress Correctly

Practice the stress on these words from the reading.

ad mit

ha bit

sup port

al co hol

hap pi ness

un der stand

re a liz es

EXPANSION

1. Useful Phrases

over the years (*pendant des années*) :

Over the years different European countries controlled southern Africa.

in an effort to (*dans un effort pour*) :

In an effort to end these demonstrations, the government put many black leaders in prison.

little by little (*petit à petit*) :

Little by little, the white racist government in South Africa has been forced to change.

in fact (*de fait*) :

Black people did not share the white people's good fortune. **In fact**, black people were not even allowed to enter "white" shops.

now and then (*de temps en temps*) :

Mr. Abdoulaye does not smoke a lot. He has a cigarette **now and then**.

to break a habit (*perdre une habitude*) :

It is difficult **to break a** bad **habit**.

to spend money on (*dépenser de l'argent à*) :

Fati's husband always **spends money on** cigarettes.

to suffer from (*souffrir de*) :

Adam **suffered from** heart disease before he died.

to set an example (*donner un exemple*) :

Parents, teachers and health workers should **set a good example** for children.

Exercise 4-5

Practicing the New Phrases

Complete each sentence below with one of the new phrases from the list above. Replace each (X) with one word. Do not repeat any expression.

• Example

Halima (X) all of her (X) (X) new clothes.

Halima **spends** all of her **money on** new clothes.

1. Parents should (X) (X) good (X) for their children by not smoking. • 2. Ali smokes. His family is trying to help him (X) (X) (X). • 3. (X) (X) (X), Ali's family has lived in many cities. • 4. Every night Rahilla studies her lessons; (X) (X) (X) she is learning to speak English. • 5. Drinking a beer (X) (X) (X) is not harmful to your health. • 6. The man took two wives at once (X) (X) (X) (X) prevent problems later on. • 7. In rural families, babies often (X) (X) malnutrition. • 8. The test was very difficult. (X) (X), the students' grades were the lowest of the year.

2. Words Ending in - hood

Conditions

- **Example** a) Now that Halima has a baby, she understands **motherhood**.
motherhood = the condition of being a mother (*maternité*).
- **Explanation** Words ending in **- hood** sometimes refer to the state, condition or quality of being something.
Other words in this group: **fatherhood, sisterhood, brotherhood, and manhood.**

Time Periods

- **Example** b) The chief has many memories of his **childhood**.
childhood = The period of time when one was a child (*l'enfance*).
Other words in this group are **boyhood** and **girlhood**.
- **Exceptions** neighborhood (*quartier*)
likelihood (*probabilité*)

Exercise 4-6

Practicing Words Ending in - hood

Replace the (X) in each sentence with the best word ending in **-hood**.
Do not repeat any word.

- **Example** (X) starts when a woman has her first child.
Motherhood starts when a woman has her first child.

1. Their (X) was full of sadness because their parents died when they were very small. • 2. After she had been helped by her sister, Balki understood the importance of (X). • 3. Parents who drink increase the (X) that their children will drink. • 4. Grandmother always tells us wonderful stories about her (X) many years ago in the desert. • 5. The national motto of Niger is "(X), Work, and Progress". (motto = *devise*) • 6. The children who live in that (X) all play together. • 7. Abdoulaye understood (X) when he had his first child.

Exercise 4-7

Writing Sentences

Write five sentences

about five good habits such as going to bed early, studying, washing your hands before you eat, taking a bath every day and greeting people.

Use the word **because** in each one.

It is a wonderful
habit to practice
writing skills.

● Example

Washing your hands before eating is a good habit because it prevents you from catching certain diseases.

GRAMMAR

1. Must Meaning Deduction

● Example

a) Mr. Ousmane is always coughing.

He **must** smoke a lot.*M. Ousmane tousse tout le temps.**Il doit beaucoup fumer.*

▷ Explanation

If someone coughs all the time, and you see him buying ten packs of cigarettes, you can **deduce** (*déduire*) that he smokes a lot.

b) Fact:

Mariama is in the hospital.

Deduction:

She **must** be sick.

c) Fact:

Kadadeh never eats rice, but others in his family do.

Deduction:

Kadadeh **must not** like rice.

! This new meaning of **must** is different from what you have already learned.
You **must** eat well to be healthy.

• *Il faut bien manger pour être en bonne santé.*

Exercise 4-8

Making Deductions with Must

In each item use one of the phrases below or another of your own choice to make a deduction. Do not repeat any phrase.

to be happy
to be empty

to like to sew
to like dogs

to think they are better than blacks
to earn a lot of money

to be rotten
to be tired

● Example

Ali went to bed early.

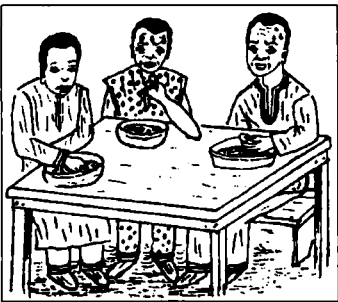
He **must** be tired.

1. That man bought 1,000,000 cfa of supplies for his shop in Kano. • 2. Issouf is playing with that dog. • 3 The children's father is taking them to the fair. • 4. The box is not heavy. • 5. Some white people in South Africa live in separate neighborhoods from black people. • 6. That man is making his fifth boubou from some beautiful fabric. • 7. Those potatoes are all black.

2. To Be Used To

● **Examples**

- a) I'm used to hot pepper.
Je suis habitué au piment.
- b) I'm used to eating hot pepper.
J'ai l'habitude de manger du piment.



- a)

Subject	+	Be Used To	+	Noun
I		am used to		hot pepper.
- b)

Subject	+	Be Used To	+	Gerund (+Complement)
I		am used to		eating hot pepper.

Do not confuse **be used to** with **used to**.

- !

Subject	+	Used To	+	Simple Form (+Complement)
My mother		used to		carry me on her back.
- *Ma mère me portait au dos autrefois.*

Exercise 4-9 **Using Be Used To**

Answer each question below with one of the words or expressions below (or one of your own) and **be used to**. Remember, you may use a gerund or a noun after **be used to**. Do not repeat any expression.

drink beer	cold weather	cook on a wood stove
walk	not drink a lot of water	big families
get up early	carry	sit in the dark

● **Examples**

- a) Question: Don't you want some beer?
Answer: No thank you. I'm not used to drinking beer.
- b) Question: How can people live in Alaska?
Answer: They're used to the cold weather.

1. Why do people want to have large families? • 2. Would you like me to help you with those boxes of books? • 3. Why do travelers in the desert not get thirsty? • 4. I am surprised Mrs. Issa does not want a gas stove. • 5. Is it difficult for Mr. Hamidou to get to his job by six a.m.? • 6. Can I give you a ride home? • 7. Why do you not turn on the lights?

Exercise 4-10 **Translating French into English**

1. Il est si malade qu'il ne peut pas aller à l'école. • 2. Aminou ne mange pas autant que Moussa. • 3. Ali possède autant de chèvres que Lawan. • 4. Karim n'a pas le même âge que Alio. • 5. Cet homme qui conduit la Mercedes doit être riche. • 6. Notre professeur a été amenée à l'hôpital. Elle doit être malade. • 7. Les élèves sont habitués à se réveiller tôt. • 8. Je ne suis pas habitué à aller à l'école à pied. • 9. Les gens en Alaska sont habitués à manger du poisson. • 10. Les gens au Sahel sont habitués à utiliser le bois pour préparer leurs repas.

LISTENING COMPREHENSION

Exercise 4-11 Answering Questions

Listen to the teacher read the text. Listen for the answers to these questions.

- AA stands for (X).
a) Alcoholics Around b) Alcoholics Anonymous
c) Average Alcoholics d) Anonymous Alcoholics
- AA is an organization that helps people (X).
a) work better b) find jobs c) stop drinking d) tell stories
- People (X) during these meetings.
a) work b) drink c) tell stories d) sleep
- In AA, people talk about (X).
a) spending their money on alcohol b) going to the market
c) making their own alcohol d) selling alcohol

WRITING

Writing a Deductive Paragraph

Exercise 4-12 Writing a Paragraph About Smoking

Follow the steps below.

Step One:

Discuss the pictures by answering the questions.



Questions for Picture 1:

- Why is smoking a bad habit for poor people?
- How much does a pack of cigarettes cost?
- If a smoker stopped smoking, what could he do with the money that he saved?

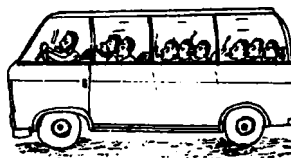
Questions for Picture 2:

- What health problems can smoking cause?
- How does a smoker feel a month after he stops smoking?



Questions for Picture 3:

- How does a person's smoking affect other people?
- How would you feel if you were in a bush taxi and all the other passengers were smoking?



Step Two:

Discuss the general idea of these pictures. Is smoking a good or bad habit?

Step Three:

Choose a good short title for your paragraph. Just one, two, or three words.

Step Four: Make a paragraph plan, following the example below.

Title: (a few words)

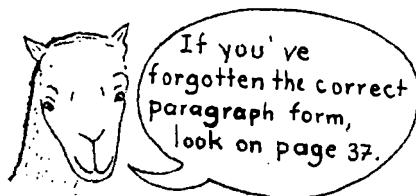
General Idea Sentence: (one sentence)

One or two sentences about picture 1: First,

One or two sentences about picture 2: Second,

One or two sentences about picture 3: Finally,

Step Five: Write a paragraph in the correct form and give it to your teacher.



"What Happened to Papa, Mama?"

"It cannot be! No it cannot be! Not my husband! Not my husband!" she was saying to herself.

"What happened to Papa, Mama?" I said with fright. I thought that maybe he had been killed. For a while my mother did not answer; but finally she controlled her emotions and between cries told me what had happened. My father had been arrested that morning at the bus stop for being unemployed. A man who had been with him as they waited for the bus to Johannesburg to apply for permits, had brought my mother the bad news. The man's story was as follows: as he and my father waited for the bus several police cars suddenly swooped upon¹ the bus stop. People ran in all directions. My father was caught as he tried to jump over a fence. His pass was taken and found to contain an out-of-work² stamp; he was taken to the police station. His crime, unemployment, was one of the worst a black man could commit³.

My mother sent me to tell my father's relatives, with the hope that they might help. The relatives came but couldn't help; neither could our neighbours. "What would happen to him now?" I asked my mother. She told me not to worry, that my father

would come back home after serving the customary four weeks' sentence⁴ for being unemployed. Four weeks went by and still he had not come back. We began to worry. My mother cried every night. We children cried along with her. No word of his whereabouts⁵ came for yet another week. Thinking the worst — that my father had been sent to Modderbee — my mother lost faith in⁶ herself and feared the future.

"Things will be very different without your father, children."

We did not understand, and we simply cried and grew frightened.

Hunger melted⁷ my resentment⁸ of my father away, and now that he was gone I hoped night and day for his return. I didn't even mind his coming back and shouting at me. I simply wanted him back. And as days went by without him, as I saw other children with their fathers, I would cry. His absence showed me how much I loved him. I never stopped asking questions about when he would be coming back.

One afternoon after it had been two months since I last saw my father, and we were now eating very little, I asked my mother, "When will Papa be back?"

(1) to swoop upon = fondre sur

(2) out-of-work = être au chômage

(3) to commit (a crime) = commettre (un crime)

(4) to serve a sentence = purger sa peine

(5) whereabouts = lieu où on se trouve

(6) to lose faith in = ne plus faire confiance en

(7) to melt away = se dissiper

(8) resentment = ressentiment

"I don't know," my mother said sadly.
 "He may be gone for a long, long time."
 "Why does he get arrested so much?"
 "Because his pass is not in order."
 "Why doesn't he get it fixed?"
 "He can't."
 "Why?"
 "You're too young to know."
 "What's a pass, Mama?" I knew vaguely what a pass was, but not its reality.

"It's an important book that we black people must have in order always, and carry with us at all times." She took out hers and showed it to me. I remembered seeing the book; in fact, I remembered seeing it many times; and yet, each time I saw it, it looked new. There was something about it which made me fearful, helpless. But I could not figure out what about it

made me feel that way. It seemed only a book. Yet it was, I was later to find out, the black man's passport to life.

Naively I told my mother that I did not have a pass, suggesting that the police would take me away.

"You'll have to get one when you turn sixteen."

"Will they take me away too, Mama? Like they do Papa?"

"Hush. You're asking too many questions for your own good."

adapted from *Kaffir Boy* by
 Mark Mathabane, Macmillan Publishing Co,
 New York, New York

GRAMMAR

1. Review of Active and Passive Sentences

Tense	Active Examples	Passive Equivalents
a) Past	Mansur bought the gazelle.	The gazelle was bought by Mansur.
b) Present Perfect	The students have read the story.	The story has been read.
c) Present	The people love the kind king.	The kind king is loved by the people.
d) Future	The king will invite many people to the royal wedding.	Many people will be invited to the royal wedding

Exercise A-1

Using the Active and Passive Voices

Put each verb in parentheses in the best tense and voice.

• Examples

- a) That picture of the president (take) last year.
 That picture of the president **was taken** last year.
 b) The soldiers (chase) the elephant out of the village tomorrow.
 The soldiers **will chase** the elephant out of the village tomorrow.

1. Our English teacher (not, allow) us to speak French in English class. • 2. We are late for school; I am sure we (punish) by the teacher. • 3. His girlfriend (not, go) out dancing with him yesterday. • 4. Only smart people (choose) to be teachers. • 5. We (tell) to read the new story yesterday. • 6. I (give) a pen to Ali tomorrow. • 7. The crops (eat) by locusts every year. • 8. The bridge (repair) now. • 9. Souley (make) his decision about Rakia's marriage a few months ago. • 10. A present (give) to you tomorrow. • 11. Hadiza (tell) Madou to paint the room last week, and Madou (not, refuse). • 12. The students (not, have) lunch at school next Monday.

Exercise A-2**Improving a Technical Report**

Study the report below. All the sentences are in the active voice.

The sentences should be rewritten in the passive to make the report better.

Rewrite the report by changing all the sentences to the passive.

The first sentence is done as an example.

● Example

First, holes are dug for the trees.

First you dig holes for the trees. Then, you put some manure in each of the holes, and cover it with water. After this has been done, you choose the trees to plant. Then you tear the plastic bags. Next, put the trees in the holes. You must cover the tree roots with dirt. Once the trees have been planted, you should water them every day. Finally, you should build a fence around your trees to protect them from animals.

Exercise A-3**Making Questions**

Make questions from the short answers.

● Examples

a) No, he doesn't. (John doesn't work in the city.)

Does John work in the city?

b) Once a day. (They water the garden once a day.)

How often do they water the garden?

1. No, we don't. (We don't come to school on Sundays.) • 2. Yes, it does. (The vibrating diaphragm sends out the waves.) • 3. Rakia has. (Rakia's been sobbing like a lost child for days.) • 4. No, they don't. (All societies don't have the same kinds of drums.) • 5. Never. (Our English teacher never smokes in class.) • 6. No, they weren't. (The hunters weren't able to kill the lion yesterday.) • 7. No, he wasn't. (Tom wasn't happy about painting the fence that Saturday.)

Exercise A-4**Making Sentences With Two-Word Verbs**

Replace each (X) with the correct two-word verb form from the list.

give up	speak out	look up	come across
bring up	turn on	have on	talk over
hold back	lift up	look forward to	turn off

● Example

Hadiza told Sani to (X) the lights (X).

Hadiza told Sani to **turn** the lights **off**.

1. The cage was so heavy that the woman could not (X) it (X). • 2. Ahmed had decided to go to Abidjan to find a job, but after he and his father had (X) the idea (X), he (X) it (X). • 3. When you (X) (X) a word you do not understand, you can (X) it (X) in the dictionary. • 4. He sometimes remembers his grandmother who (X) him (X). • 5. Adama is now in New York. She is (X)(X) to coming home. • 6. Because there were many cars passing, she tried to (X) the boy (X), but he ran into the street. • 7. Two weeks ago, the leader of the group (X) (X) about problems in their village. • 8. He (X) a nice shirt (X) at last week's party. • 9. It's time to listen to the news. (X) (X) the radio, please.

Exercise A-5**Describing Situations with Too**

Describe the situation in each picture in Exercise 1-7: Describing Situations with So...That on page 14. Use **too** in each sentence.

● **Example**

tall

stand up inside the house

He is **too** tall to stand up inside the house.**2. Review of Perfect Tenses**● **Examples with the Present Perfect**

Subject	+	Have/Has	+	Past Participle	(+ Complement)
a) The students		have		completed	the project.
b) They		have		had	a garden for three years.

● **Examples with the Present Perfect Progressive**

Subject	+	Have/Has Been	+	Present Participle (+Complement)
c) She		has been		working for ten minutes.
d) We		have been		weeding the garden since 7 o'clock.

Remember that the verbs: be, believe, cost, hate, have, hear, know, like, love, mean, need, own, prefer, remember, see, understand, and want are not usually used in progressive.

Exercise A-6**Using the Present Perfect and the Present Perfect Progressive**

Read each sentence. Then use the verb in parentheses in a second sentence related to the first. Use the present perfect progressive if possible. Use **for** and **since**.

● **Examples**

a) The villagers began planting trees five years ago. (plant)

They **have been planting** trees **for** five years.

b) Mr. Smith met Ms. Williams in 1988. (know)

Mr. Smith **has known** Ms. Williams **since** 1988.

- ! In example (a) the progressive is preferred. In example (b) the progressive is not possible.
 ● Use progressive tenses when possible.

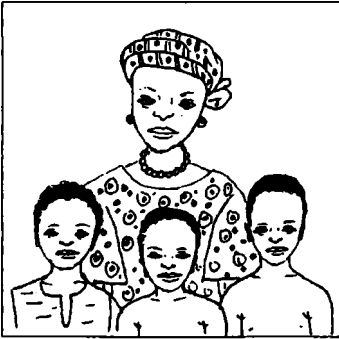
1. Fati began sewing that tablecloth three hours ago. (sew) • 2. Idi and Halima got married last month. (be married) • 3. My bicycle needed a new tire two weeks ago. (need) • 4. He smoked until 1982. (not smoke) • 5. Issa wanted to go to Morocco when he was in primary school and he still does. (want) • 6. The merchant began purchasing sugar in Senegal when he started his business. (purchase) • 7. Billa bought a house in Bamako last year. (own) • 8. Habiba's grandmother died four years ago. (be dead) • 9. The student began watering the school garden forty-five minutes ago. (water) • 10. Mariama learned Arabic in high school. (know) • 11. Justin began working at the bank when he was 18 years old. (work) • 12. Our family moved to Niger in 1981. (live)

● **Examples with the Past Perfect**

- e) The students had earned a lot of money when the school year ended.
- f) By the time the soldiers arrived, the gazelle had already found Mansur.

Exercise A-7 Writing Sentences in the Past Perfect

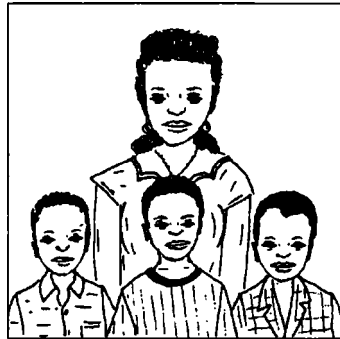
Study how Maimouna and Aminata spent their days last Wednesday. Then write sentences similar to the examples.



Maimouna lives in the country. She is married and has three young children. This is how she spent her day last Wednesday:

Maimouna's Schedule

Time	Activity
6:15 a.m.	got up
6:30 a.m.	went to the well to get water
7:00 a.m.	made breakfast
7:45 a.m.	swept the compound
8:00 a.m.	fed the children
8:30 a.m.	started pounding
12:30 p.m.	took food to her husband
1:00 p.m.	got wood and food from the field
1:30 p.m.	fed the children
3:00 p.m.	started pounding
6:00 p.m.	made dinner
7:30 p.m.	fed the family
9:00 p.m.	went to bed



Aminata lives in the city. She is married and has three young children. She is a secretary in an office. This is how she spent her day last Wednesday:

Aminata's Schedule

Time	Activity
6:45 a.m.	got up
7:00 a.m.	ate breakfast
7:30 a.m.	took a taxi to work
12:30 p.m.	came home
12:45 p.m.	ate lunch
1:00 p.m.	listened to the news
1:30 p.m.	rested
3:30 p.m.	went back to work
6:30 p.m.	came home
8:00 p.m.	listened to the news
8:30 p.m.	ate dinner
9:30 p.m.	watched television
11:00 p.m.	went to bed

● **Examples**

- a) When Aminata left for work, Maimouna had already gone to the well to get water.
- b) Aminata had already taken a taxi to work by the time Maimouna finished sweeping the compound.

3. Review of Comparatives and Superlatives

● Examples with Short Adjectives

Simple Form	Comparative	Superlative
strong	stronger than	the strongest
funny	funnier than	the funniest
narrow	narrower than	the narrowest

Short adjectives are all adjectives with one syllable, and two-syllable adjectives ending in -ow, -le and -y.

● Examples with Long Adjectives

Simple Form	Comparative	Superlative
expensive	more expensive than	the most expensive
important	more important than	the most important

● Examples with Irregular Adjectives

Simple Form	Comparative	Superlative
good	better than	the best
bad	worse than	the worst
far	farther than	the farthest

Exercise A-8

Reviewing Comparatives and Superlatives

Use the words given to write sentences similar to the examples.

● Examples

- a) donkey / horse / camel (strong)
A horse is stronger than a donkey, but a camel is the strongest of all.
- b) bicycle / car / airplane (expensive)
A car is more expensive than a bicycle, but an airplane is the most expensive of all.

1. scorpion / lizard / snake (dangerous) • 2. grapefruit / orange / mango (sweet) (grapefruit = *pamplemousse*) • 3. Niamey / Dosso / Zinder (interesting) • 4. Liz (25 years old) / Issa (40 years old) / Amadou (21 years old) (young) • 5. book / bicycle / truck (heavy) • 6. bicycle / motorcycle / taxi (fast) • 7. Hamidou (66 kg) / Idrissa (62 kg) / Omar (70 kg) (thin)

Exercise A-9

Comparing Countries

Write comparative sentences about the countries in the table below.
Use the words given to help you.

Country	Area in km2	City Population Percentage	Rural Population Percentage	Date of Independence
Sierra Leone	71,740	25%	75%	1961
Gambia	11,295	16%	84%	1965
Uganda	236,036	12%	88%	1962
Nigeria	923,768	20%	80%	1960

● **Examples**

- a) Sierra Leone / small / Nigeria
Sierra Leone is **smaller than** Nigeria.
- b) Uganda's independence / early / Nigeria's
Nigeria's independence was **earlier than** Uganda's.
- c) Gambia / area / small / of all
Gambia has **the smallest** area of all.

1. Gambia's city population percentage / large / Uganda's • 2. Uganda/ big / Sierra Leone
• 3. Gambia's rural population percentage / small / Sierra Leone's • 4. Gambia's independence / late / of all • 5. Nigeria / small / Uganda • 6. Nigeria / big / of all • 7. Uganda's city population percentage / small / of all

Exercise A-10**Reviewing Tag Questions**

Work in pairs. The first student uses the sentence with a tag question to check some information. The second student corrects the first student.

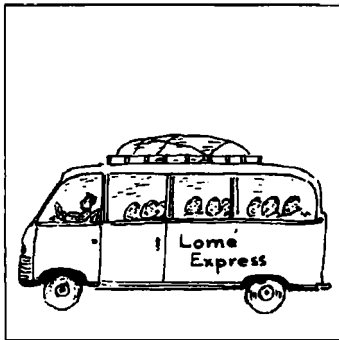
● **Examples**

a)



Student 1: make tables in the FEC
Student 2: (answers)
Student 1: They made tables in the FEC, didn't they?
Student 2: No, they didn't. They sewed clothes.

b)



Student 1: go to Togo by plane
Student 2: (answers)
Student 1: He's going to Togo by plane, isn't he?
Student 2: No, he isn't. He's going by bush taxi.

1.



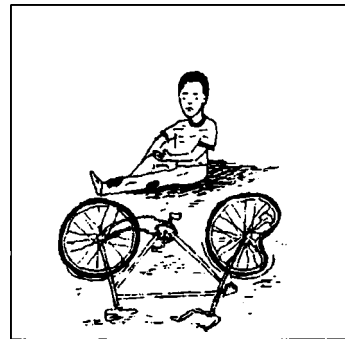
Student 1: break her leg
Student 2: (answers)

2.



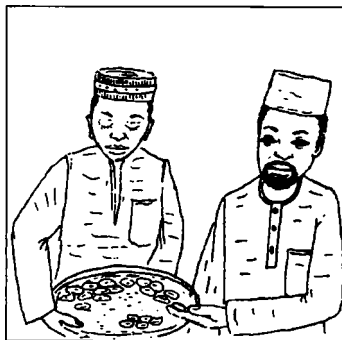
Student 1: work in offices
Student 2: (answers)

3.



Student 1: be bitten by a dog
Student 2: (answers)

4.



Student 1: go to buy
some fruit
Student 2: (answers)

5.



Student 1: be helped
by a giraffe
Student 2: (answers)

6.



Student 1: feel sad
Student 2: (answers)

4. Direct and Reported Speech

Table 1

Direct Imperatives	Reported Imperatives
a) The doctor told the woman, "Stop smoking."	The doctor told the woman to stop smoking.
b) The woman said to her son, "Don't drink beer"	The woman told her son not to drink beer.
Verbs: tell, order, command	Connectors: to, not to

Table 2

Requests	Reported Requests
a) The doctor said to the woman, "Please, stop smoking."	The doctor asked the woman to stop smoking
b) The woman said to her son, "Please don't drink beer."	The woman asked her son . not to drink beer
Verb: ask*	Connectors: to, not to

* In reported requests, **ask** is used instead of **tell**.

Table 3

Direct Statements	Reported Statements
a) The doctor told the woman, "You need to stop smoking."	The doctor told the woman that she needed to stop smoking.
b) The woman explained to her son, "Beer is bad for you."	The woman explained to her son that beer was bad for him.
Verbs: say, tell, explain, announce	Connectors: that *

* The word **that** is often omitted after **say** and **tell**.

Table 4

Direct Yes/No Questions	Reported Yes/No Questions
a) The doctor asked the woman, "Can you stop smoking?"	The doctor asked the woman if she could stop smoking.
b) The woman asked her son, "Do you drink beer?"	The woman asked her son whether or not he drank beer.
Verb: ask	Connectors: if, whether (or not)

Table 5

Direct Wh- Questions	Reported Wh- Questions
a) The doctor asked the woman, "When will you stop smoking?"	The doctor asked the woman when she would stop smoking.
b) The woman asked her son, "Why do you drink beer?"	The woman asked her son why he drank beer.
Verb: ask	Connectors: when, why, where, how, who, etc.

Table 6

Tenses in Direct Speech	Tenses in Reported Speech
a) He said, "They smoke too much." simple present	"He said they smoked too much." simple past
b) He said, "They are smoking too much." present progressive	He said they were smoking too much. past progressive
c) He said, "They smoked , too much." simple past	He said they had smoked too much. past perfect
d) He said, "They have smoked , too much." present perfect	
e) He said, "They have been smoking , too much." present perfect progressive	He said they had been smoking too much. past perfect progressive
f) He said, "They were smoking , too much." past progressive	
g) He said, "They are going to smoke , too much." future with going	He said they were going to smoke , too much. future with past
h) He said, "They will smoke , too much." simple futur	He said they would smoke , too much. future with past
i) He said "They can stop smoking."	He said they could stop smoking.
j) He said, "They may stop smoking."	He said they might stop smoking.
k) He said, "They must stop smoking."	He said they had to* stop smoking.
l) He said, "They should stop smoking."	He said they should* stop smoking.
m) He said, "They had better stop smoking."	He said they had better stop smoking.

* **Must** has no past tense, so we usually use **had to** in reported speech.

* There is no change with **should** or **had better**.

Exercise A-11**Reviewing Reported Speech**

Change each item into reported speech.

• Examples

- a) The doctor told the woman, "Alcohol can harm your health."
The doctor told the woman that alcohol could harm her health.
- b) The child asked his mother, "Why do you carry a pass?"
The child asked his mother why she carried a pass.

1. He said to his friend, "I think I will go on vacation soon." • 2. My friend told me, "I want to go to Kano someday." • 3. The old man said to me, "I broke all my bad habits." • 4. The boss asked the guardian, "Whose car stopped at the gate?" • 5. The expert asked us, "How many fathers have spent the last of their money on alcohol?" • 6. The director asked Fati, "Which class is yours?" • 7. The patient said to the doctor, "Do you think I will get better soon?" • 8. I asked the teacher, "May I go outside?" • 9. Ousmane asked Ellen, "Do you speak Wolof as well as we do?" • 10. The old woman said to her daughter, "Please sweep the whole compound." • 11. My aunt said to me, "Please help me get water from the well." • 12. I said to the boys, "Don't write in your books."

Exercise A-12**Putting Verbs in Correct Form**

Put each verb in parentheses in the best tense or form.

Use a gerund when possible. Remember to use gerunds after prepositions.

• Example

- The boys (get) dressed after (swim) yesterday.
The boys **got** dressed after **swimming** yesterday.

1. When the teacher (get) to the classroom yesterday, some students (work) at the blackboard.
• 2. On (receive) her BEPC, Halima felt very proud. • 3. While (go) home last night, he (buy) presents for his children. • 4. After (rescue) the child, Alio (find) her parents. • 5. He always (go) to school without (have) breakfast. • 6. Sugar (be) used for (make) cakes. • 7. Souley (disinfect) the wound yesterday by (clean) it with alcohol.

FUN AND GAMES**1. Drinks All Around**

Mr. and Mrs. Lee met Mr. and Mrs. Braun in a restaurant.

They were all thirsty. A waiter approached their table.

One man said, "I only drink lemonade."

One woman asked the other woman, "Do you want milk in your coffee?"

Mrs. Lee said, "Bob and I don't like beer."

One of the Brauns said, "I want lemonade."

Then the waiter brought one beer, one cup of coffee,
one cup of tea, and a lemonade.



What did each person want to drink?

2. Digital Extremities

I'd rather have fingers than toes;
 I'd rather have ears than a nose;
 And as for my hair,
 I'm glad it's all there;
 I'll be awfully sad when it goes!



► PRACTICE FOR THE BEPC

Lisez le texte attentivement avant de répondre aux questions qui suivent.

The Lesson

One cold morning my mother told me that because there was no coal in the house, I had to remain in bed until the coal she had ordered was delivered. To pay for the coal, she left a note together with some money under the pillow. I went back to sleep and was awakened by the ringing of the doorbell. I opened the door, let in the coal man, and gave him the money and the note. He brought in the coal, then asked me if I was cold.

"Yes," I said, shivering. He made a fire, then sat and smoked.

"How much change must I give you?" he asked me.

"I don't know," I said.

"Shame on you," he said. "Don't you know how to count?"

"No, sir," I said.

"Listen and repeat after me," he said.

He counted to ten, and I listened carefully; then he asked me to count alone and I did. In about an hour's time, I had learned to count to one hundred and I was overjoyed. Long after the coal man had gone I danced up and down on the bed in my nightclothes, counting again and again to one hundred, afraid that if I did not keep repeating the numbers, I would forget them. When my mother returned from her job that night I asked her to stand still and listen while I counted to one hundred. She was astonished. After that she taught me to read, and told me stories. On Sundays I used to read the newspapers with my mother guiding me and spelling out the words.

Adapted from *Black Boy* by Richard Wright

Vocabulaire:

coal: *charbon*

pillow: *oreiller*

I. Compréhension du texte (5 pts)

Répondez aux questions en 1 ou 2 phrases.

1. Why did the author have to remain at home? (1 pt)
2. What words show the coal man's anger? (1 pt)
3. What did the author do that showed that he was happy when he learned to count? (1 pt)
4. How old do you think the author was when he learned to count?
Explain your answer. (2 pts)

II. Grammaire (5 pts)

1. Choisissez la meilleure réponse pour remplacer le (X).

- a) They wanted to know (X) I was doing. (0,5 pt)
☐ whom ☐ what ☐ when ☐ whose
- b) How (X) you come to school yesterday? (0,5 pt)
☐ were ☐ did ☐ do ☐ will
- c) I asked him to work instead of (X). (0,5 pt)
☐ played ☐ play ☐ playing ☐ being played
- d) Makaou (X) Paris a few years ago. (0,5 pt)
☐ has visited ☐ visits ☐ will visit ☐ visited
- e) She cried a lot when the (X) of her brother was announced. (0,5 pt)
☐ death ☐ dead ☐ deadly ☐ die
- f) If he had not jumped, the dog (X) him. (0,5 pt)
☐ bit ☐ would have bitten ☐ would bite ☐ will bite
- g) He never agrees (X) his boss. (0,5 pt)
☐ over ☐ with ☐ for ☐ in
- h) Ali can speak English very well, and (X) can Moussa. (0,5 pt)
☐ so ☐ will ☐ either ☐ neither
- i) You are not (X) as your cousin. (0,5 pt)
☐ bigger ☐ as big ☐ more big ☐ big
- j) He has done his homework very (X). (0,5 pt)
☐ carefully ☐ careful ☐ good ☐ bad

2. Posez trois questions dont les réponses correspondent à chacun des mots soulignés. (1,5 pts)

Richard used to read the newspapers on Sundays.

1

2

3

3. Transformez les phrases suivantes de la voix active à la voix passive ou de la voix passive à la voix active. (2,5 pts)

- a) Locusts eat crops every year in the Sahel. (0,5 pt)
- b) A new road is being built in our area. (0,5 pt)
- c) My uncle will send me a present next week. (0,5 pt)
- d) Has the old classroom been repaired yet? (0,5 pt)
- e) The police arrested him last night. (0,5 pt)

III. Composition Guidée (6 pts)

Ecrivez un paragraphe cohérent de 10 à 15 phrases en vous servant des instructions et questions qui suivent.

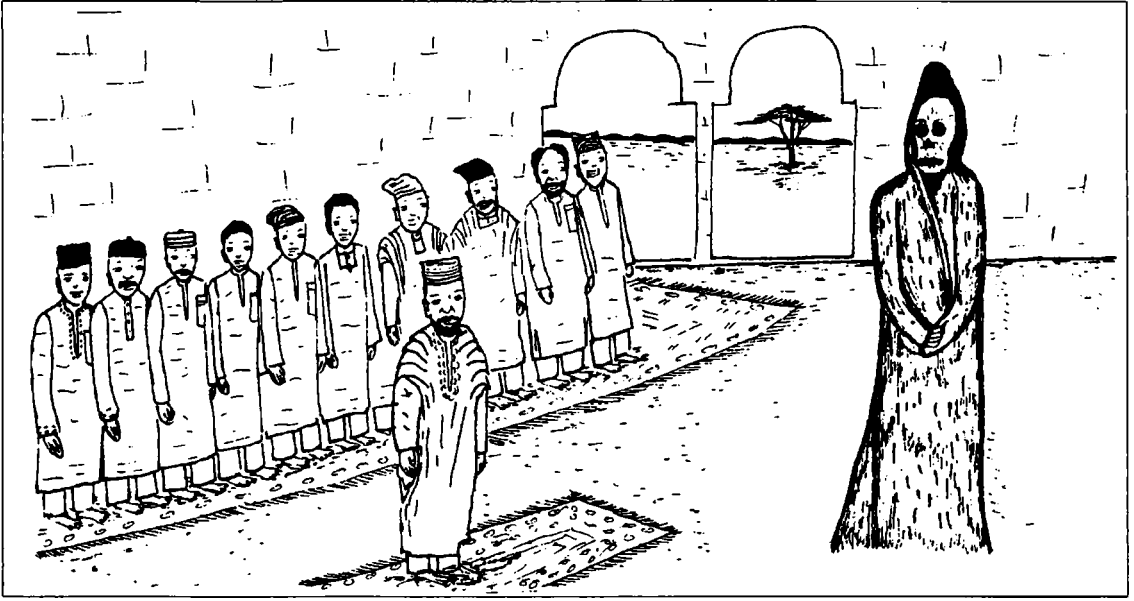
Imagine that last Thursday afternoon your mother and father asked you to stay home until they came home from a wedding. They did not arrive at the time you had expected them to, and it got darker and darker.

Questions:

- 1. How did you feel?
- 2. What did you do?
- 3. How did you feel when your parents finally arrived?

CHAPTER FIVE

Cheating Death



Once upon a time, there was a wealthy merchant named Omar who was married to the king's daughter. One day, he was walking in his rose garden smelling a beautiful flower when he heard a voice calling his name. He turned around and saw a tall figure with his face covered standing under a tree.

"Peace be upon you!" said Omar. "Who am I greeting?"

"I am the Angel of Death," said the shrouded figure. "I've come to take you to Paradise. You must come with me now."

"Oh, no, no, I can't. I'm not ready yet. I have a rich, fine life, everything I need, and the king's daughter for a wife. Please let me enjoy the good things of this wonderful life a little longer."

"You must come with me," said the Angel. "I have my duty, just like everyone else. Come, for I must be off to call other men as well."

Omar thought for a moment and said, "I'm not prepared. Let me go to the

mosque and say my prayers. Then I will come with you willingly."

"After saying your prayers, you'll come with me? Do you promise?" asked the Angel of Death.

"Yes, I promise," said Omar, who bent to hide a smile. He knew that he would not go to the mosque. Then, the Angel vanished and Omar laughed aloud.

Years passed and Omar became more and more important. When his first gray hairs appeared, he looked at himself in a mirror and thought, "What a distinguished man I've become! Surely, I'm the most respected man in the land after my father-in-law."

At that moment, a servant entered to say that the king had requested Omar's presence at court immediately. Omar hurried to hear what the king had to say. "My dear Omar," said the king. "The religious teacher of the Great Mosque has died. I can think of no one more suitable than you to take his place. Come, let us go together, this being Friday, and you shall lead the prayers at midday."

"Oh, no, no, Your Majesty!" said Omar desperately. "Please, choose someone else, anybody, but not me."

"You are very modest," said the king. "Now, I'm even more certain that you are the one. Let us hurry, for it is nearly twelve noon."

Although the sun overhead was hot, Omar felt an icy hand squeezing his heart. His pride left him, and he knew that the Angel of Death was not far away. The king and Omar reached the mosque and entered. As the faithful knelt and rose and knelt again, Omar prayed to Allah with more desperation than he had ever prayed before. He begged the Almighty to forgive his great sins in life and to have compassion.

Some minutes later, the Angel appeared to him, invisible to the others. At once, Omar inclined his head and said, "Very well, it's a relief to see you after all. I'll go with you, for Paradise is the just reward for all true believers after life on this Earth."

"I've waited a long time for you," said the Angel. "But I'm not here to take you to Paradise. You tricked me before, and you must be punished now. You must be sent to the lower regions, for you've had your 'paradise' on Earth."

Before Omar could say anything else, the Angel embraced him in his chilly arms and carried him away, leaving on the floor a lifeless figure, in a priceless robe, kneeling as if it were praying.

Adapted from *Caravan of Dreams*
by Indries Shah

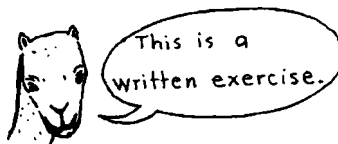
Exercise 5-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. Who came to Omar in the garden one day? Describe him. • 2. What did he want Omar to do? • 3. Did Omar go with him? Why or why not? • 4. What did Omar say to convince the Angel to wait? • 5. Why was the king looking for Omar? • 6. How did Omar feel when they were going to the mosque? • 7. What happened to him in the mosque? • 8. Where will he go, Paradise or Hell (the lower regions)? Why? • 9. Would you have talked to the man in the garden if you had been Omar? • 10. If the Angel came to you, as he did to Omar, would you go with him at once? Why or why not?

Exercise 5-2 Writing Questions on the Text

Write questions for these answers.



1. Smelling a beautiful flower. • 2. A tall figure. • 3. A servant. • 4. The religious teacher. • 5. An icy hand. • 6. To forgive his great sins in life and to have compassion. • 7. To the lower regions.

VOCABULARY

to bend, (bent, bent)	desperately	pride	a sin
chilly	duty	a relief	to squeeze
compassion	a figure		

Exercise 5-3 Practicing the New Vocabulary

Replace the (X) using the words above. Use each word only once.

● Example

In January it is (X) in the morning.

In January it is **chilly** in the morning.

1. It is a Muslim's (X) to say his prayers every day. • 2. People (X) lemons to get juice from them. • 3. One night Idrissa saw a tall (X) and it scared him. • 4. It is a (X) for a Muslim to drink beer. • 5. Abdou dropped his pen on the floor. He had to (X) down to pick it up. • 6. Haidara's goat was stolen. He has been (X) looking for it for two weeks. • 7. You could see the (X) on Issa's face when his daughter was first in her class. • 8. Hadiza was upset when her husband had an accident. It was a (X) for her to hear he was not hurt. • 9. You should show (X) to the family of a person who has just died.

► PRONUNCIATION**Past Forms and Past Participles of Regular Verbs**

We spell and pronounce the past participles of regular verbs the same as the past form. Go over the three groups with your teacher.

1. /d/

appeared
struggled
entered
hurried
cried
squeezed

2. /id/

respected
cheated
folded
resulted
defeated
requested

3. /t/

fixed
looked
wished
tricked
increased
passed

Exercise 5-4 Pronouncing the /d/, /id/, and /t/ Sounds

Read these sentences out loud paying special attention to the -ed sound.

1. He cheated during the English exam. • 2. The man appeared. • 3. I wished them good fortune. • 4. The woman has squeezed the lemons. • 5. Naroua defeated his opponent very quickly. • 6. He fixed the sewing machine. • 7. That man is respected. • 8. They entered the room noisily. • 9. The village of Allahkarabo requested help in holding back the dunes. • 10. Zomo tricked Kouré in the forest. • 11. He struggled to educate his children. • 12. The number of English teachers at the school has increased.

► FUNCTION**Making Excuses****● Examples**

a. Amadou :
Fati :

Why didn't you come to the party with us?

Well, you see, I had to stay with my grandmother because she was sick.

b. Halidou :
Tahirou :

I didn't see you at the meeting yesterday.

I was going to go to the meeting, but **I had to** fix my uncle's car.

- c. Teacher : Why were you late this morning?
Student : **Let me explain...** My bike broke down, so I had to walk.
- d. Abdou : Why didn't you meet me at the library yesterday morning?
Ali: **I was so tired that** I slept late.
- **Explanation** When giving somebody the reason why you did not do something, you use one of the expressions above.

Exercise 5-5

Making Excuses

Read each situation. Student 1 asks Student 2 a question.
Student 2 makes an excuse.

- **Example** Student 2 is very late for a meeting.
Student 1: Why are you so late?
Student 2: I was going to come on time, but I had to help my mother.

1. Student 1 is the director of the school. Student 2 was absent yesterday. • 2. Student 1 invited Student 2 to the movies. Student 2 said he would go, but did not. • 3. Student 1, the director of the school, gave the secretary (Student 2) some work to do. Student 2, the secretary, did not do the work. • 4. Student 1 and Student 2 had agreed to go to a football game, and Student 2 did not go. • 5. Student 2 told Student 1 that he would be home last night, but when Student 1 got there Student 2 was out. • 6. Yesterday Student 1 agreed to lend Student 2 his bicycle. Today Student 1 refuses. • 7. Student 1 invited Student 2 to dinner, but Student 2 did not come.

EXPANSION

Word Families

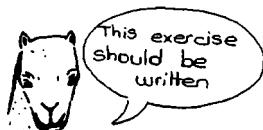
Noun	Verb	Adjective	Antonym	Adverb
drink	to drink	drinkable	undrinkable	—
violence	—	violent	non-violent	violently
health	—	healthy	unhealthy	—
distinction	to distinguish	distinguished	undistinguished	—
desperation	to despair	desperate	hopeful	desperately
willingness	—	willing	unwilling	willingly
pride	—	proud	shameful	proudly

Exercise 5-6

Choosing the Correct Form

Rewrite the sentence using the correct form of the word in parentheses.

1. The young boy has been (desperate) looking for his mother since this morning. • 2. Nobody was hurt at the demonstration yesterday because it was (violently). • 3. Good students (distinction) themselves by working hard. • 4. Salamatou was (will) to marry the cruel man her father had chosen for her. Her father was angry because she would not listen to him. • 5. Halima's mother was (pride) because Halima passed the national exam. • 6. Most athletes are (unhealthy) people. • 7. If water is dirty, it is (drink).

**Exercise 5-7****Writing Sentences**

In each item, write a sentence following the directions given.
Do not copy from the text.

● Example

A sentence with **for a moment**.

Before he began his exam, Sidibé thought for a moment.

1. A complex sentence with **king** and **because**. • 2. A compound sentence with **religious teacher** and **and**. • 3. A sentence with the words **neither did Omar**. • 4. A sentence with a **relative clause**. • 5. A sentence with the words **impossible** and **death**.

GRAMMAR**1. Unreal Past Conditionals****Review of Simple Conditional****● Examples**

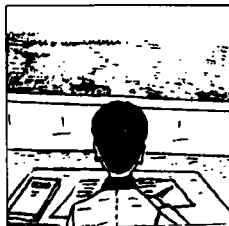
- a) If you eat a lot, you will get fat.
b) Farmers will have a lot of millet if it rains often.

Review of Unreal Present Conditional**● Examples**

- a) If I had a car, I would visit Kano.
b) You would understand if you listened to the teacher.

Unreal Past Conditional**● Examples**

Last Tuesday



Last Wednesday



Yesterday

- a) If Alio had studied last Tuesday, he would have gotten a good grade.
Si Alio avait étudié mardi dernier, il aurait eu une bonne note.

Fact : Alio did not study.

Fact : He did not receive a good grade.

- b) If Omar had not entered the mosque, death would not have taken him away.
Si Omar n'était pas entré dans la mosquée, la mort ne l'aurait pas emporté.

Fact: Omar entered the mosque.

Fact: Death took him.

If+	Subject	+	Had	+	Past Participle (+Complement)
If	Alio		had		studied,
If	Omar		had		not entered the mosque,

Subject	+	Would (not) have	+	Past Participle	(+Complement)
he		would have		gotten	a good grade.
death		would not have		taken	him.

- **Explanation** **Had** + past participle looks like the past perfect, but in fact, it's the unreal past; that is, the past that did not happen.

Exercise 5-8

Practicing Unreal Conditionals

Write an unreal past conditional sentence related to the two facts in each item.

You may need to change the order of the elements.



Write the answers for this exercise in your notebook.

● Examples

a) Alio stayed out all night. He fell asleep in class.

If he had not stayed out all night, he would not have fallen asleep in class.

or Alio would not have fallen asleep in class if he had not stayed out all night.

b) She had a stomachache. She ate uncooked meat.

She would not have had a stomachache if she had not eaten uncooked meat.

or If she had not eaten uncooked meat, she would not have had a stomachache.

1. Omar went into the mosque. He died. • 2. My brother went to work late. He did not wake up on time. • 3. Omar did not follow the Angel. He did not go to Paradise. • 4. He went to prison. He stole a radio. • 5. She had a headache. She drank a lot of beer. • 6. They stood on the table. It broke. • 7. She listened to my directions. She turned down the right street. • 8. They all failed. They did not listen to the teacher in class. • 9. The boy sneezed. His mother knew he was hiding in the house. • 10. Adoum won the prize. He was the strongest wrestler. • 11. Binta was always healthy. She ate well when she was a little girl. • 12. He drove too fast. He hit a tree.

Exercise 5-9

Making Questions and Answers

Student 1 uses a phrase from column A to make a question.

Student 2 chooses an appropriate phrase from column B and answers with the unreal past conditional.

Student 1: Did you { yesterday?
last week?
last year?
two years ago?

Student 2: { Yes, I did.
No, I didn't. } If I { had
hadn't } , { would
would not have }

● Example

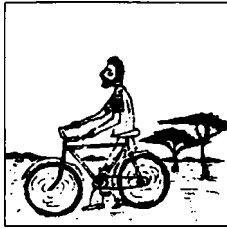
Student 1: Did you plant a garden last year?

Student 2: No, I didn't. If I had planted a garden, we would have had vegetables all year long.

A



to smoke



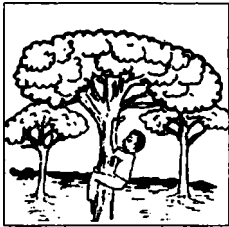
to steal a bicycle



to study hard



to plant a garden



to climb trees

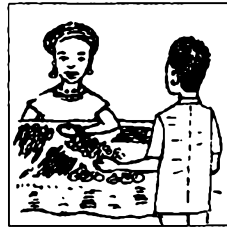


to run every day



to drink a lot of beer

B



to have vegetables



to get good grades



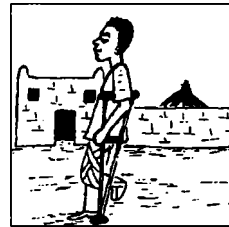
to stay in good health



to go to jail



to feel terrible



to break your leg



to be unhealthy

2. Such...That

● Examples

a) Omar was **such** a rich man **that** he could buy everything that he wanted.*Omar était si riche qu'il pouvait acheter tout ce qu'il voulait.*b) The princess had **such** beautiful eyes **that** Omar fell in love with her immediately.*La princesse avait de si beaux yeux qu'Omar est immédiatement tombé amoureux d'elle.*

○ Explanation

In Chapter One, you learned the structure **so...that. Such...that** has the same meaning. We use **so...that** with adjectives and adverbs. We must use **such...that** with nouns.

● Examples

- a) He was so rich that he could buy everything he wanted.
(**Rich** is an adjective.)
- b) He was such a rich man that he could buy everything he wanted.
(**Man** is a noun.)



Exercise 5-10

Using Such...That

Combine the two sentences in each item by using **such...that**. Remember the article **a** or **an** with singular nouns.

● Example

Mrs. Mariama is an excellent teacher. Her students understand everything she teaches them.

Mrs. Mariama is **such** an excellent teacher **that** her students understand everything she teaches them.

1. Omar seemed to be a good Muslim. People thought he would go to Paradise. • 2. Issoufou and his cousin are good wrestlers. They wrestle for the national wrestling team. • 3. He is a careful driver. He has never had an accident. • 4. Almou is a heavy drinker. He never goes to work on time. • 5. Zomo is a clever animal. Kouré failed to kill him. • 6. Hamissou is a strong runner. He can run 42 kilometers. • 7. He is a wealthy man. He bought a car for each of his children. • 8. It was a strong wind. Many houses fell down. • 9. They were in a hurry. They could not stop to greet us. • 10. The Sahara is an interesting place. Hundreds of tourists visit it every year. • 11. Ali is a timid boy. He has never put his hand up in class. • 12. The elephants made horrible noises. Children started crying for help.

Exercise 5-11

Translating French into English

1. Il est si rapide qu'il finit le devoir toujours le premier. • 2. S'ils avaient fini de manger ils auraient donné le reste de la nourriture à l'enfant. • 3. C'est un homme si gentil que tout le monde l'aime. • 4. S'il n'y avait pas eu de tempête, le bateau serait arrivé à l'heure. • 5. C'est une voiture si belle que tout le monde veut en avoir une. • 6. La police les aurait arrêtés s'ils avaient tenté de quitter le pays. • 7. Ce fut un grand soulagement pour Zeinabou quand elle apprit que son mari n'était pas dans la voiture accidentée. • 8. Omar semblait ne pas être habitué à cette façon de vivre. • 9. Omar était si malin qu'il pensait pouvoir tromper l'Ange de la Mort. • 10. C'est un grand péché d'insulter votre père.

▶ WRITING

Irrelevant Sentences

Hassana and her School Books

Hassana takes good care of her school books. First, she puts paper covers on all her books. Elephants are big animals. Second, she always carries her books in a bag. Finally, she never writes in her school books. That way, her books will stay clean for future students.

What's wrong with this paragraph?

The sentence, **Elephants are big animals**, is not related to the other sentences in the paragraph. This sentence is an **irrelevant sentence**. (irrelevant = *sans rapport*)

Exercise 5-12 Finding Irrelevant Sentences

Read each paragraph. Decide which sentence is irrelevant.

● Example

Hassana takes good care of her school books. First, she puts paper covers on her books. These covers protect the books from dirt and sweat. Second, she always carries her books in a school bag. You can buy flour in a bag. Finally, she never writes in her school books. That way, her books will stay clean for future students.

Irrelevant Sentence: You can buy flour in a bag.

1. Tabaski

Tabaski is Ali's favorite holiday for several reasons. First, Ali enjoys visiting all his family and friends. Second, he can eat as much meat as he wants. The ram that they slaughtered was black and white. Finally, Ali likes thanking God for all the things that he has received in life. Ali always looks forward to the next Tabaski celebration.

2. A Strange Man

While I was on my way to work this morning a strange man stopped me. He told me that he had met me and my girlfriend at a party last month. He asked me how my girlfriend was. I told him she was fine. She was born in Mali. He told me that she was very beautiful and that I should take good care of her. I told him that I did not remember him and that he was wasting my time. I left him standing there with his mouth open.

3. Taking a Trip

Taking a trip is always fun. Most people choose to go to a place that is interesting to them. Maybe they choose to visit a friend or relative or visit a place of historic significance. Choosing how you will travel is the next step. If it is hot when you travel, you will sweat. Some people own cars or go in airplanes, but many people take a bush taxi or a bus. After deciding where you want to go and how you will get there, it is time to pack your bags. You must bring clothes and anything else you will need during your trip. When you finish packing, you are ready to go!

Exercise 5-13 Unscrambling a Paragraph

Follow the steps.

Step One: Divide into groups of three or four students.

Step Two: Cut or tear a sheet of paper into seven pieces.

Step Three: Study these sentences. Together, they form a paragraph but one sentence is irrelevant.

a) At school, she listens very carefully to what the teacher says.

b) As soon as she gets home, she begins to do her homework.

c) Before going to school, Hadiza collects everything she will need for school.

d) Hadiza is a good student for several reasons.

- e) Hadiza likes to ride her bike to the market.
- f) After listening to the teacher, Hadiza writes the notes in her notebook.
- g) After she finishes her homework, her friends come to her house so that she can help them with their lessons.
- h) Then she puts all of her things in her school bag.

Step Four: Decide which sentence is irrelevant.

Step Five: Copy each of the seven other sentences onto one of your seven pieces of paper.

Step Six: Put the sentences in the best order to make a paragraph.

Step Seven: Add the words first, second and finally to the correct sentences.

Step Eight: Give your paragraph a short title — one, two, or three words.

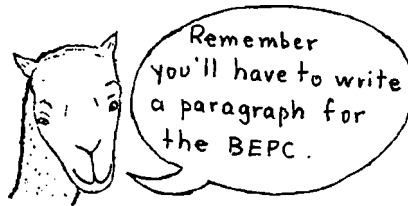
Step Nine: Copy your paragraph in correct paragraph form on another sheet of paper.

! Remember, the correct paragraph form looks like this:

First,

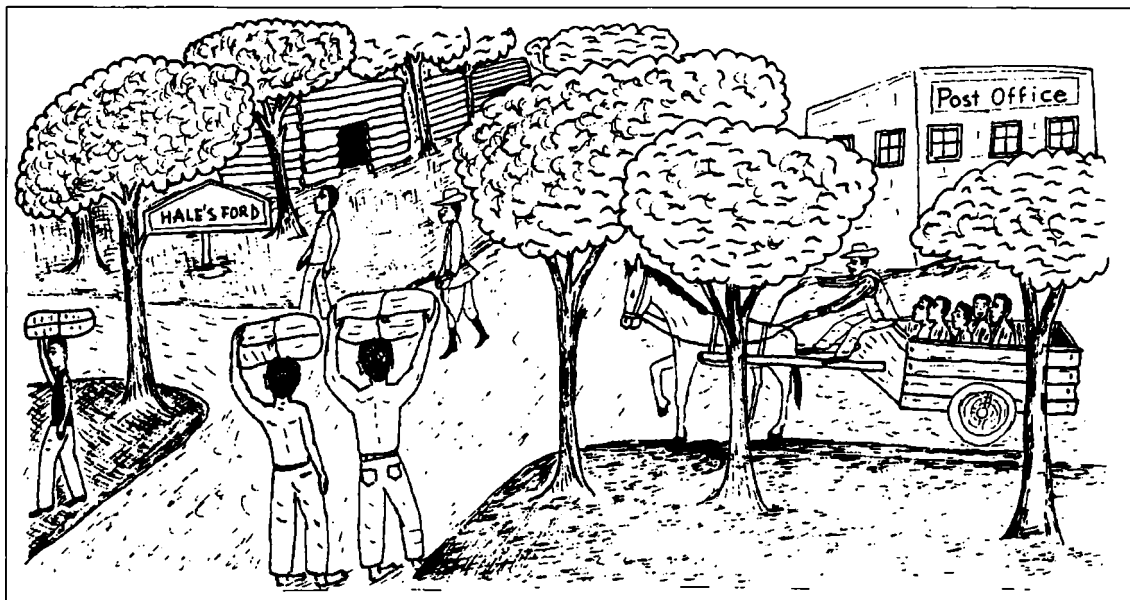
..... Second,

..... Finally,



CHAPTER SIX

The Life of a Slave



I was born a slave on a plantation in Franklin County, Virginia. I am not sure of the exact place or exact date of my birth, but I suspect I was born somewhere and at some time. I think I was born near a crossroads post office called Hale's Ford, and the year was 1858 or 1859. I do not know the month or the day. The earliest impressions that I can now remember are of the plantation and the slave houses.

My life began in a most miserable and discouraging environment. This was not because of my owners. They were not very cruel, compared to many others. I was born in a typical slave cabin, about fourteen by sixteen feet (about four meters by five meters). It was always too hot or too cold. In this cabin I lived with my mother and a brother and a sister until after the Civil War, when we were all declared free.

I was asked not long ago to tell something about the sports and pastimes that I played in my youth. Until that question was asked, I had not realized that there was no time in my life for playing. From the time that I can remember anything, almost every

day of my life has been spent in some kind of labor. I think I would now be a more useful man if I had had time for sports.

During the period that I spent in slavery, I was not big enough to be of much use. Still, I was occupied most of the time with cleaning the yards, carrying water to the men in the fields, or going to the mill, to which I used to take the corn once a week, to be ground. The mill was about three miles (about five kilometers) from the plantation. I always hated this work. The heavy sack of corn would be put on the back of the horse, and the corn would be divided about evenly on each side. But almost every time the corn would shift, become unbalanced, and fall off the horse, and often I would fall with it. Because I was not strong enough to put the corn back on the horse, I would have to wait, sometimes for many hours, until someone came who would help me out of my trouble. The hours while waiting for someone were usually spent crying. So I would be late reaching the mill, and by the time the corn was ground, and I arrived home, it would be far into the night.

The road was a lonely one and often went through dense forests. I was always frightened. Everybody said that the woods were full of soldiers who had left the army. I had been told that the first thing a soldier did to a black boy when he found him was to cut his ears off. Moreover, when I was late arriving home, I would always be scolded or beaten.

I did not go to school while I was a slave, but I remember going to the

schoolhouse door a few times with one of my young mistresses to carry her books. The picture of many boys and girls in a classroom studying made a deep impression on me, and I decided that to go to school and to study would be about the same as entering Paradise.

Adapted from *Up From Slavery*
by Booker T. Washington.

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Inc. New York, N.Y.

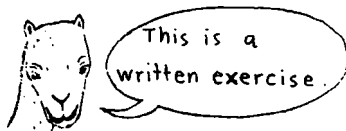
Exercise 6-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. When and where was Booker born? • 2. Was he a slave or was he free? • 3. What kind of sports did Booker play in his youth? • 4. Describe three jobs that Booker had to do as a boy. • 5. What would happen to the sack of corn? • 6. Why was Booker always frightened going to the mill? • 7. Did Booker want to go to school? How do you know? • 8. Does slavery still exist? If yes, where? • 9. How were slaves treated? • 10. How was your childhood the same as Booker's? How was it different? • 11. Do you agree with Booker that going to school is "about the same as entering Paradise"? Why or why not?

Exercise 6-2 Writing Questions on the Text

Write questions for these answers.



1. 1858 or 1859. • 2. No, they were not very cruel. • 3. In a typical cabin. • 4. Once a week. • 5. That the woods were full of soldiers. • 6. A few times. • 7. They were studying.

VOCABULARY

to compare	to grind, (ground, ground)	a mill	to reach
to discourage	labor	miserable	to scold
evenly	lonely	a pastime	a slave

Exercise 6-3 Practicing the New Vocabulary

Replace each (X) using the words above. Use each word only once.

● Example

Some of our favorite (X) are dancing, listening to music, and reading books. Some of our favorite **pastimes** are dancing, listening to music and reading books.

1. A (X) has to work hard for his owner. • 2. Children in the Sahel often take millet to the (X) where a machine (X) it for them. • 3. Slaves are never paid for their (X). • 4. When Moustapha took some money from his brother, his father became very angry and (X) him. • 5. If you studied very hard for a test but got 5/20 anyway, you would be (X). • 6. When the crops were

harvested, they were not divided (X) between a slave and his master. • 7. Gambia is 11,295 square kilometers. Nigeria is 923,768 square kilometers. Gambia is a very small country (X) to Nigeria. • 8. If you walked in the cold rain for many hours with no food you would feel (X). • 9. We decided to travel from Niamey to Ouagadougou. We left Niamey at 7:00 am and (X) Ouagadougou at 5:00 pm. • 10. An empty, deserted house is a (X) house.

PRONUNCIATION

The Word Endings -ation and -ssion

The final syllables in words ending in **-ation** and **-ssion** are pronounced the same. Also, the stress in each word is the next to last syllable.

-ation	
plantation	station
organisation	congratulations
vacation	creation

-ssion	
impression	permission
profession	transmission
discussion	mission

Exercise 6-4 Practicing -ation and -ssion Endings

Read these sentences out loud paying careful attention to the **-ation** and **-ssion** sounds.

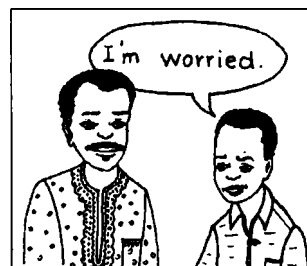
1. He is trying to make a good impression on me. • 2. The organization on the plantation was perfect. • 3. During his vacation, he received permission to go to the mission. • 4. They had a discussion about the date of this station's creation. • 5. Congratulations on choosing such a good profession.

FUNCTION

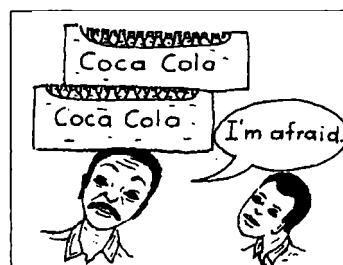
1. Saying You Are Worried

• Examples

- a) El Hadji: What's the matter, son?
Issa: **I'm worried about** the math exam on Friday.
My teacher gives very difficult tests.



- b) Oumarou: Abba, can you help me carry these soft drinks?
Abba: **I'm afraid** I'm going to drop them.
Sure.



- **Explanation** When you are anxious or uncertain about a situation, you are worried. We express this by saying:
I'm worried about...
I'm afraid...

2. Saying You Are Afraid

● Examples

- a) Rakia: Rabi, which do you prefer, cats or dogs?
 Rabi: Well, I like cats more than dogs.
I'm afraid of dogs.
 Rakia: **I'm frightened of dogs, too.**



- b) Adamou: Nurse, **I'm afraid of injections!**
 Please don't hurt me!
 Nurse: **Don't be frightened!** It won't hurt at all.



- **Explanation** When you are afraid, you think something is dangerous or painful. We express this by saying:
I'm afraid of...
I'm frightened of...

Exercise 6-5

Saying You Are Worried or Afraid

Work in pairs. Each student must tell what he or she is worried about or afraid of in the following situations.

● Examples

- a) You will soon be attending a new school.
 Student 1: I'm afraid it will be **more** difficult than my old school.
 Student 2: I'm worried about making new friends.
 b) It is the hot season and you are walking in the bush.
 Student 1: I'm afraid I won't have enough water to drink.
 Student 2: I'm frightened of scorpions and snakes!

1. You are traveling alone by bush taxi. • 2. It is midnight and you must walk home alone.
 • 3. Your brother is very sick. • 4. You will take the national exam in a few months. • 5. You are taking an airplane for the first time. • 6. The driver of your car is driving very fast. • 7. You think that you (or your girlfriend) might be pregnant.

EXPANSION

1. False Cognates

English

a cabin = *une cabane*

a demonstration = *une manifestation*

habits = *des habitudes*

large = *grand; gros*

to march = *défiler*

French

la cabine = the front (of a truck, airplane, etc.)

une démonstration = a proof

les habits = clothes

large = wide

marcher = to walk

Exercise 6-6

Practicing False Cognates

Replace the (X) using the words below. One word is used twice.

large	demonstration	wide	front
cabin	habits	marching	

● Example

The soldiers tried to keep the peace during a violent (X).

The soldiers tried to keep the peace during a violent **demonstration**.

1. The road was not (X) enough for two cars to pass each other. • 2. One of Booker's duties was to sweep the (X) floor every morning. • 3. The thief used a (X) rock to break the window. • 4. Children should learn good (X) like cleaning their teeth everyday. • 5. We paid more money to sit in the (X) of the bush taxi. • 6. The black South Africans hoped that (X) in the streets would end apartheid. • 7. Last year, there was a (X) to protest a racist policy.

2. Measurements

measurement = *une dimension*

● Examples

15 centimeters long - *15 centimètres de long*

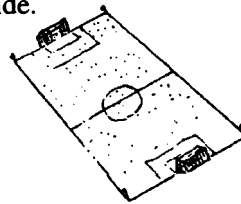
10 centimeters wide - *10 centimètres de large*

5 centimeters deep - *5 centimètres de profondeur*

a) The football field is 120 meters long and 90 meters wide.

or The football field is 120 by 90 meters.

Le terrain de football est de 120 mètres sur 90.



b) The box of sugar is 15 centimeters long, 10 centimeters wide, and 5 centimeters deep.



Exercise 6-7

Practicing Measurements

Replace the (X) using the words below. You must use the words more than once.

deep long wide measurements

- **Example** Our compound is 20 meters (X) and 10 meters (X).
Our compound is 20 meters **long** and 10 meters **wide**.

1. Because this well is 500 meters (X), its water is very clean. • 2. Before making the dress, the tailor took her (X). • 3. The river was so (X) that it took one hour to cross it. • 4. His suitcase is 80 centimeters (X), 50 centimeters (X), and 20 centimeters (X). • 5. Our school is small, but its yard is one kilometer (X) and two kilometers (X). • 6. Length and depth are two kinds of (X). • 7. A ruler is usually 30 centimeters (X) and 2 centimeters (X).

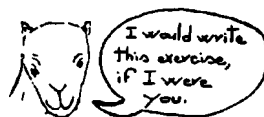
3. Moreover

- **Examples**
 - a) Dancing is an activity enjoyed by many young people.
Moreover, it is a good form of exercise.
La danse est une activité que beaucoup de jeunes aiment.
De plus, c'est un bon exercice physique.
 - b) Booker did not like taking the corn to be ground because he was always frightened on the road to the mill. **Moreover**, he would be scolded or beaten when he arrived home late.
- **Explanation** **Moreover** is used to introduce a second idea related to a first idea. The second idea is more important than the first.

Exercise 6-8

Writing Sentences with Moreover

Complete the second sentence with an idea related to the first one.



- **Example** Babies like milk. Moreover,...
Babies like milk. Moreover, it is good for them.

1. For Tabaski, everyone wears his best clothes. Moreover,... • 2. Smoking is a bad habit because it costs a lot of money. Moreover,... • 3. Slaves used to work without pay in their owners' fields. Moreover,... • 4. A good Muslim never drinks beer. Moreover,... • 5. Blacks in South Africa worked in diamond mines for very little money. Moreover,...

GRAMMAR

1. Gerunds in Subject Position

- **Examples**
 - a) **Being** a slave is terrible.
 - b) **Carrying** water to the fields is hard work.

Gerund Subject	Verb	(+ Complement)
Being a slave	is	terrible.
Carrying water to the fields	is	hard work.
Exercising	makes	you healthier.

- **Explanation** When a verb is the subject of a sentence, we use the **-ing** form of that verb. This is the **gerund** form. The infinitive is sometimes possible too.

- **Example** To be a slave is terrible.

Exercise 6-9

Asking and Answering Questions About Activities

Student 1 asks a question. Student 2 answers it.

Question:

What do you think about

playing football?
eating a lot of pepper?
swimming?
doing homework?
speaking English?

Answer:

is difficult.
is interesting.
is fun.
bore me.
is my favorite activity.
is important.
is a waste of time.
is essential for good health.
fascinates me.
makes me sick.

☞ **Note:** **About** is a preposition, and verbs after prepositions are **always** gerunds See Chapter Ten for more examples.

- **Example** Student 1: What do you think about doing homework?
Student 2: I think doing homework is important.

Exercise 6-10

Using the Gerund

In each item, replace the (X) with the gerund of the best verb from the list below. Do not repeat any verb.

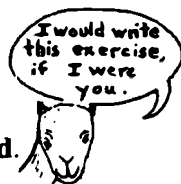
wrestle learn prevent cause cheat travel clean step

- **Example** (X) the yards was one of Booker's jobs.
Cleaning the yards was one of Booker's jobs.

1. (X) on exams will get you into trouble in school. • 2. (X) to Mecca is important for good Muslims. • 3. (X) English is not always easy. • 4. (X) on a scorpion could be dangerous. • 5. (X) is my brother's favorite sport. • 6. (X) problems in the classroom will make your teacher angry. • 7. In football, (X) goals is the goalkeeper's job.

2. The Habitual Past with Would

- **Examples**
 - a) When I was a baby, my mother would carry me on her back.
Quand j'étais bébé, ma mère me portait au dos.
 - b) A heavy sack of corn would be put on the back of a horse.
- **Explanation** The word **would** sometimes has the same meaning as **used to**.
- **Example** When he was a slave, Booker { would, used to } take corn to the mill once a week.



Exercise 6-11

Using the Habitual Past with Would

Complete each sentence meaningfully using **would**.

- **Example** When I was a little child...
When I was a little child, **I would** sometimes try to catch birds.

1. When my brother was a baby, he... • 2. When our grandfathers were children, they...
• 3. Before there were cars, people... • 4. Everytime a baby was born in our family, we...
• 5. When I was too little to go to school, I... • 6. Last rainy season, I... • 7. When we were in primary school, we...

3. To Get Used To

- **Examples** Oumar has a new job. He has to carry heavy things. This is hard for him, but he is adapting.

- a) He's **getting used to** carrying heavy things.
Il s'habitue à porter des choses lourdes.



- b) He's **getting used to** his new job.
- c) The first year of middle school was difficult for me, but I quickly **got used to** living away from my parents.

! The expression **get used to** can be followed by a noun or by a gerund.

Exercise 6-12

Talking About Getting Used to City Life

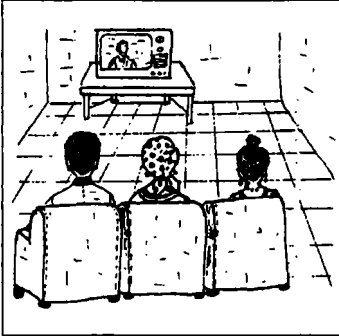
Amina comes from a small village. Now she is in the first year of middle school in a big city, far from her family. She must get used to many new things. Make a sentence about each picture beginning with one of the following phrases to describe Amina's feelings about city life.

● **Example**

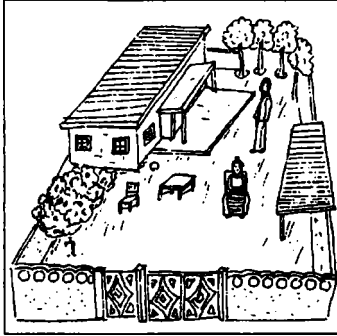
She's slowly getting used to working in her guardian's home.



She has to get used to...
 She must get used to...
 She can't get used to...
 She's slowly getting used to...
 She'll never get used to...
 She's already gotten used to...



1.



2.



3.



4.



5.



6.

Exercise 6-13**Putting Get Used To in the Correct Tense**

To get used to can be in any tense. Read each sentence and put the verb **get** in the best tense.

● **Example**

Hamidou (get) used to eating American food when he visited his friend in New York last year.

Hamidou **got** used to eating American food when he visited his friend in New York last year.

1. Every year during the fasting month, people (get) used to not eating or drinking for many hours.
- 2. Bébé will have her first baby in two months. She (get) used to being a mother.
- 3. Adamou's cousin from a small village never (get) used to traffic jams in Niamey last year.
- 4. In the hot season, everyone must (get) used to temperatures as high as 45°C.
- 5. My little brother has been in school for two months. He (get) used to waking up early.
- 6. Souleymane moved to England in 1980. Since then, he (get) used to the cold weather little by little.
- 7. Children in the Koranic schools quickly (get) used to saying prayers five times a day.

Exercise 6-14 Translating French into English

1. Quand nous étions petits, notre grand-père nous racontait des histoires. • 2. Est-ce que vous êtes habitué à lire des livres en anglais ? Non, je n'ai pas l'habitude. • 3. J'ai peur des lions et des serpents. • 4. Moudre le maïs est plus facile au moulin qu'à la maison. • 5. J'ai vu une silhouette hier dans la nuit. • 6. L'élève s'est lentement habitué à vivre sans ses parents. • 7. Il était midi quand nous avons atteint le village. • 8. Leurs enfants ont eu l'occasion d'aller à l'école. • 9. Plutôt que d'attendre, elles sont parties. • 10. Ils aiment les mêmes passe-temps que leurs voisins.

LISTENING COMPREHENSION

Exercise 6-15 Answering Questions

Choose a, b, c, or d to complete the sentences.

1. Booker lived with (X) just after the Civil War.
a) a big family b) his mother and stepfather c) his owners d) some goats
2. Booker tried to learn the alphabet because he wanted (X).
a) to be president b) to be a slave c) to be more intelligent d) to read and write
3. While Booker was working in the coal mines, he (X).
a) heard about a school and wanted to go there b) wanted to get married
c) didn't earn a lot of money d) decided to work there forever
4. When he finally finished his studies Booker (X).
a) stayed in Hampton to teach b) returned home to be a doctor
c) returned home to teach d) planted a garden

WRITING

1. The Controlling Idea

A Frightening Trip

One day in 1864, Booker had a **frightening** experience while taking a large sack of corn to the mill three miles away. He was always terrified on trips like this because people had told him about soldiers who cut off the ears of little black boys that they had found. After Booker had gone about one mile, the corn shifted and both he and the sack fell to the ground. He was too small to put the sack back on the horse, so he had to wait. He was sure he would be caught by a soldier who would cut his ears off. Fortunately, a nice man showed up and helped him, but Booker never forgot that **terrifying** day.

The Controlling Idea

One day in 1864, Booker had a frightening experience.

Booker never forgot his terrifying day.

(frightening = terrifying)

- **Explanation** The words **frightening** and **terrifying** are the controlling idea of this paragraph. Every sentence in the paragraph must be related to the idea of frightening or terrifying.

About the Controlling Idea :

- 1. The controlling idea must appear in the first sentence of a paragraph.
- 2. The controlling idea may be repeated in the last sentence, but it isn't necessary.
- 3. The controlling idea controls the other ideas in the paragraph. Other sentences in the paragraph must be related to the controlling idea.

Exercise 6-16

Finding Controlling Ideas and Eliminating Irrelevant Sentences

Find the controlling idea in each paragraph below.

Find the irrelevant sentence or sentences in each paragraph.

● Example

Hassana takes good care of her school books. First, she puts paper covers on the books. She likes rice with peanut sauce. Second, she carries her books in a school bag. Finally, she never writes in her books.

Controlling idea: **takes good care**

Irrelevant sentence: **She likes rice with peanut sauce.**

1. Football is a popular sport in Senegal. You can see young boys everywhere playing it in the streets. In Senegalese middle schools and high schools, football is played in physical education classes. Pél  was a very famous football player. Finally, most large towns in Senegal have a stadium and a football team.

2. Last week was a very happy one for Amsatou's family. First, her brother passed an exam, so they had a party. Parties are very expensive. Second, her sister gave birth to a baby boy and they had another party. In the next house, a woman was looking desperately for her lost son. Finally, Amsatou's uncle came back from Mecca with many gifts.

2. Letter Writing

Exercise 6-17

Writing a Letter to a Friend

Your best friend lives in another village and you want to write him or her about a strange or frightening thing that has recently happened to you. The letter is started below:



Your friend's name



Your address and today's date



B.P.

, Chad

January , 19

Dear

Hello! How are you? I am fine. I hope you are in good health.

You won't believe the { strange
frightening } thing that happened to me last week.

You see,

... Isn't it { strange?
frightening?

Your friend,

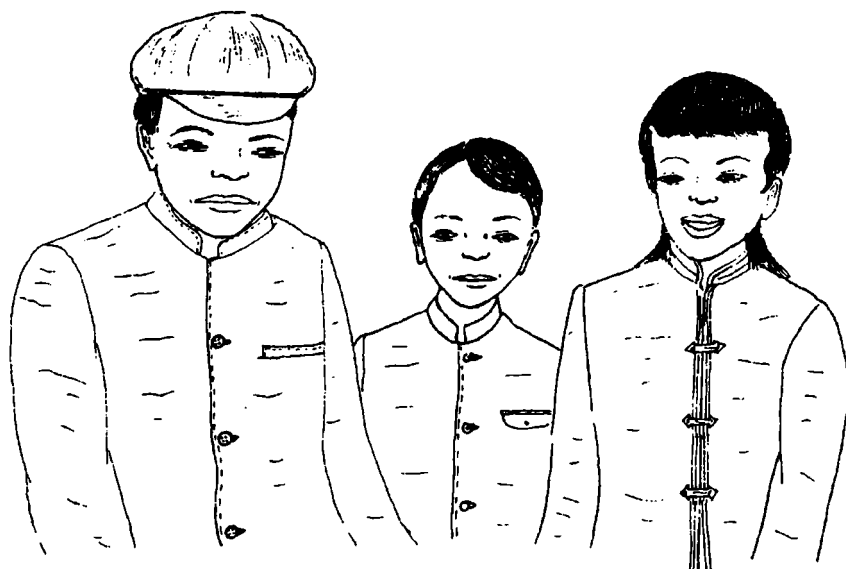


Your name

! Remember your controlling idea! Do not write irrelevant sentences!

CHAPTER SEVEN

One Couple, One Child



China Tries to Control Its Population

Imagine that you have just gotten married, and you and your husband or wife want to have children. The government says you can have only one child. Why? Government officials need to make sure that the country has enough food, water, and jobs for its people.

In the Sahel, a husband and wife can have as many children as they want. In China, however, "one couple, one child" is the government's policy. Does that sound extreme? It is. Some experts think that China's policy is a good example for other developing countries. Other experts say that this policy is unfair. Studying China's huge population problem — and the government's struggle to solve it — is the only way we can understand the policy.

Too Many People

According to experts, over-population is China's biggest problem. China has over 1

billion people, or about 20% of the world's population. But it has only 7% of the world's food-producing land. This means that China cannot produce enough food for its people.

In 1949, China had over 540 million people. Mao Zedong, China's leader, encouraged the Chinese people to have many children. Experts told him that China would not be able to feed its people if the population kept growing. But Mao said, "Every stomach comes with two hands attached." This means that many hands create a stronger economy. He also said, "When there are more people picking up firewood, there will be a bigger fire."

Mao Sees His Mistake

By the early 1970's, Mao realized that he had made a mistake. China's growing population was using up the country's resources. Mao decided to allow each couple to have only two children. This policy slowed down the growth of China's population.

"One Couple, One Child"

Mao died in 1976. In 1979, China's new leader, Deng Xiaoping, declared that each couple would be allowed to have only one child. This was called the "one couple, one child" policy. With this policy, Deng hoped to stop China's population growth at 1.2 billion by the year 2000.

Four Methods

Chinese officials have been using four methods to promote this "one couple, one child" policy:

Incentives: Couples that limit themselves to one child get better housing and medical care, in addition to higher salaries.

Penalties: Couples that have more than one child have to pay the government. Moreover, they often lose their jobs.

Social Pressure: Neighborhood groups check the size of families. If a couple has more than one child, their neighbors avoid them.

Education: Publicity in China encourages couples to have only one child. China's biggest challenge is to show people that a smaller population will benefit individuals and their families as well as the whole country.

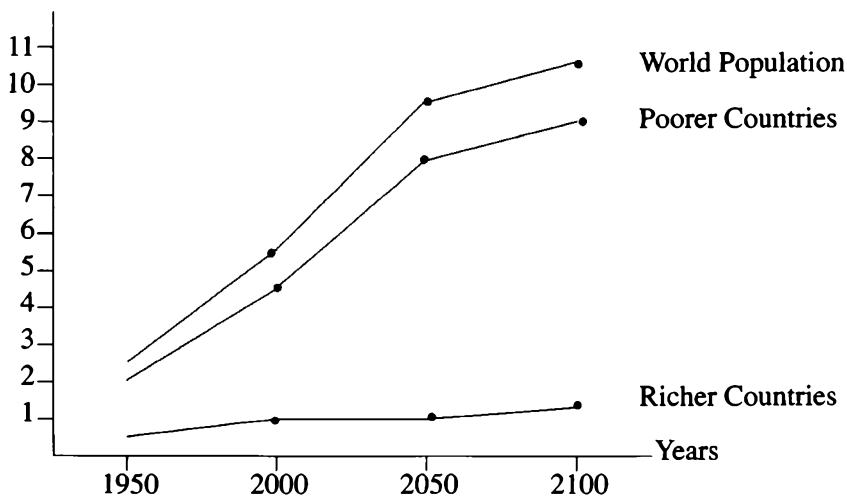
Questions About the Future

Chinese officials do not know whether these methods have been successful or not. If the Chinese people see the seriousness of their population problem, maybe they will start fighting the problem together. Controlling their growing population is the only way the Chinese people will ever be able to feed, clothe, and find jobs for themselves.

Scholastic Update, by Lee Kravitz
Teacher's Edition Scholastic Inc.
September 18, 1987

World Population Prospects

Population
(billions)



Population facts

Did you know...

- 150 babies are born every minute?
- 20 % of the world's population lives in China?
- 90 % of the births that occur between 1990 and 2000 will occur in the poorest countries?
- Nigeria's population of 100 million people will probably reach 532 million by the year 2050?
- abortions are used as a form of population control in China?
- the world's population will probably double between 1990 and 2050?

Exercise 7-1**Answering Questions on the Text**

Answer each question using a complete sentence.

1. What is overpopulation? • 2. What is China's population? • 3. Why does China have a "one-couple, one-child" policy? • 4. What are the incentives for couples who limit themselves to one child? • 5. What would people in your village do if the president declared a "one-couple, one-child" policy? • 6. Do you agree with the "one-couple, one-child" policy? Why or why not? • 7. What are the four methods used to help the policy succeed? • 8. Do you think these are good methods? Why or why not?

Exercise 7-2**Writing Questions on the Text**

Write questions for these answers.



Write the correct sentences in your notebook.

1. In the Sahel. • 2. Overpopulation. • 3. Over 1 billion. • 4. In the early 1970's. • 5. The country's resources. • 6. In 1976. • 7. Four.

VOCABULARY

as well as	a husband	leader	a struggle
to attach	however	an official	unfair
extreme	a job	a size	a wife

Exercise 7-3**Practicing the New Vocabulary**

Replace each (X) using the words or expressions above.

Do not repeat any word or expression.

• Example

A/An (X) helps make decisions in the government.

An **official** helps make decisions in the government.

1. Mikhail Gorbachev became the (X) of the Soviet Union in 1985. • 2. The (X) of a man's family depends on how many wives he has. • 3. My sister is (X), she always gives my brother more rice than she gives me. • 4. The Chinese government made a/an (X) decision to solve its population problem. • 5. China's (X) to fight overpopulation has led to its "one-couple, one-child" policy. • 6. Natty Nat's belt was (X) to his coat. • 7. Nana has just gotten married. Her (X)'s name is Rabiou. • 8. Couples with only one child get better medical help, (X) higher salaries. • 9. Injections hurt. (X), they are sometimes necessary. • 10. Rabiou just got married. His (X)'s name is Nana. • 11. Before she became the principle of the school, she had a (X) teaching English.

PRONUNCIATION

Final -ed Sounds

Exercise 7-4 Practicing Final -ed Sounds.

Some of the words ending in **-ed** have the /d/ sound and some have the /t/ sound. Practice these words, and pronounce them correctly while reading them out loud.

1. /d/

encouraged
realized
used
allowed
declared

2. /t/

produced
attached
picked
helped
hoped

FUNCTION

Agreeing and Disagreeing

Agreeing

● Examples

Hadja: I think that having a small family is a good idea.
Zara: **Yes, I agree.** If you only have two or three children, you can give them plenty of food and send them all to school.
Habiba: **That's right.** Another good thing is that you'll have more free time to work or do whatever you want.
Zara: **Exactly!**



Disagreeing

● Examples

Boubé: I think the "one-couple, one-child" policy in China is a good one. They have a serious population problem.
Mamane: **Oh, I don't agree.** It's unfair for the government to make a policy like that.
Moustapha: **I see what you mean, but** the country can't feed its people. They have to do something!
Mamane: **No way!** That's too extreme. There has to be a better way.



Exercise 7-5**Agreeing and Disagreeing**

Student 1 gives an opinion on the given subject.

(Use: I think, I like, I prefer, I don't like, etc.)

Student 2 agrees or disagrees and tells why.

• Examples

a) Having two wives.

Student 1: I think having two wives is good.

Student 2: Oh, I don't agree. If you have two wives, you'll have more problems.

b) Drinking.

Student 1: I don't think drinking is good.

Student 2: I agree. Drinking can harm your health.

1. Zouk music. • 2. Traditional medicine. • 3. Indian movies. • 4. Marrying an educated or an uneducated person. • 5. Smoking. • 6. Having the "one-couple, one-child" policy. • 7. Traveling to other countries.

EXPANSION**Separable Two-Word Verbs**

to cut off (*couper*)

to put back (*remettre*)

to help out (*donner un coup de main*)

to pick up (*ramasser*)

to use up (*épuiser*)

Booker was afraid the soldiers would **cut** his ears **off**.

Booker **put** the sack of corn **back** on the horse.

He waited for someone **to help** him **out**.

The children **picked** firewood **up** all day.

China is **using** its natural resources **up** too quickly.

Exercise 7-6**Practicing Two-Word Verbs**

Complete each sentence with a two-word verb from the list above.

Replace each (X) with one word. You may repeat two of the two-word verbs.

• Example

He could not continue on his trip because he had (X) all his money (X).

He could not continue on his trip because he had **used** all his money **up**.

1. Yesterday, the young girl (X) the old woman (X) by pounding the millet. • 2. His pen did not work because he had (X) all the ink (X). • 3. He (X) the book (X) on the table when he had finished reading it. • 4. The carpenter (X) part of his finger (X) while cutting the wood. • 5. Every morning he (X) the leaves (X) from under the tree. • 6. During the rainy season, Lawan (X) his father (X) with the farming. • 7. The teacher (X) the papers (X) off the floor.

Exercise 7-7**Writing Sentences**

Write three pairs of sentences using the word **however**.

• Example

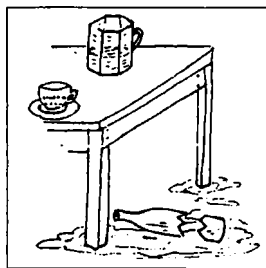
Alio says he cannot afford to feed his family. **However**, he always has money to buy beer.



1. The Zero Pronoun in Relative Clauses

● Examples

- a) The bottle Chaibou broke had had water in it.
- = {
b) The bottle that Chaibou broke had had water in it,
c) The bottle which Chaibou broke had had water in it.



○ Explanation

In example a) the relative pronoun is absent. The symbol Ø represents the zero pronoun.

So in grammar lessons, we can write the example a):

The bottle Ø he broke had had water in it.

We can use the zero pronoun only when the relative pronoun is not the subject of the relative clause.

● Examples

The bottle, $\left\{ \begin{array}{l} \text{which} \\ \text{that} \\ \emptyset \end{array} \right\}$ he broke had had water in it.

Relative clause: $\left\{ \begin{array}{c} \text{that,} \\ \text{which} \\ \emptyset \end{array} \right\}$ he broke

not subject subject

! We cannot use \emptyset when the relative pronoun is the subject of the relative clause.

The bottle **{ which
that }** had had water in it was broken.
|
subject

● More Examples with the Zero Pronoun

- a) The facts Ø we learned about China's population surprised us.
b) The food Ø they grow in Nigeria cannot feed all the people.
c) Studying the population problem is the only way Ø we can understand it.

Exercise 7-8

Using the Zero Pronoun When Possible

Replace the relative pronouns **who**, **which**, and **that** with the zero pronoun whenever possible.

● Examples

- a) The millet that they grew was ground at the mill.
The millet Ø they grew was ground at the mill.
- b) The man who ground it was my father.
The zero pronoun cannot be used.

1. The child that my uncle scolded was his son. • 2. The experts who study population say there will be 532 million people in Nigeria in 2050. • 3. The leader who declared a “one-couple, one-child” policy was Deng Xiaoping. • 4. The lemons that we squeezed were very juicy. • 5. The sin that Omar committed was lying to the Angel of Death. • 6. The car that is under the tree belongs to the headmaster. • 7. The dress which the woman bought was blue.



Skip a line
between sentences
for easy correcting!

Exercise 7-9

Combining Sentences

Answer the questions by combining the two sentences given.

Use the zero pronoun whenever possible. Write the zero pronoun symbol in the sentence.

• Examples

a) The gazelle brought him good luck. He had bought the gazelle.

Which gazelle brought him good luck?

The gazelle **Ø** he had bought brought him good luck.

b) The man lied to the Angel of Death. He went to the lower regions.

Which man went to the lower regions?

The man **who** lied to the Angel of Death went to the lower regions.

1. She gave me a book. That book was very helpful. Which book was very helpful? • 2. The man was put in jail. He had murdered a policeman. Which man was put in jail? • 3. We saw a movie last night. It was about karate. Which movie was about karate? • 4. The man was proud. He had bought a house. Which man was proud? • 5. The boy wanted to attend school. He had no shoes. Which boy wanted to attend school? • 6. The project was a success. The Future Entrepreneurs' Club organized it. Which project was a success? • 7. The cigarettes cost 300 cfa a pack. Moussa smokes those cigarettes. Which cigarettes cost 300 cfa a pack? • 8. My father bought me a shirt. It was expensive. Which shirt was expensive? • 9. The woman lives in my village. The woman owns 50 cows. Which woman lives in my village? • 10. The children eat a lot of fruits and vegetables. The children are healthy. Which children are healthy? • 11. The man is the headmaster. The man got angry. Which man is the headmaster? • 12. The flowers are beautiful. Mariama bought the flowers for her friend. Which flowers are beautiful?

2. Expressing Present Wishes

The Unreal Present

• Examples

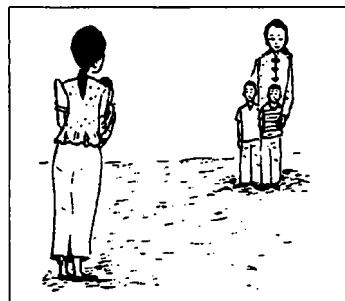
a) Abdoulaye wishes he **could** play football.

= { He cannot play football.
+
He is sorry about that.



b) Maï Leé wishes she **had** a second child.

= { She does not have a second child.
+
She is sorry about that.



Subject 1	+	Wish/Wishes	+	Subject	+	Unreal Present	(+ Complement)
Abdoulaye		wishes		he		could play	football.
Mai Leé		wishes		she		had	a second child.

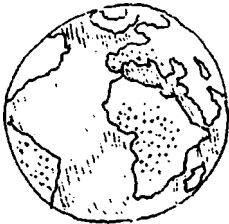
- **Explanation** The unreal present looks like the past, but it refers to the present. There are several ways to translate this example into French:

- Abdoulaye wishes he could play football**
- a) *Abdoulaye voudrait bien jouer au football.*
 - b) *Si seulement Abdoulaye pouvait jouer au football.*
 - c) *Abdoulaye regrette de ne pas pouvoir jouer au football.*

In this book, we use the translations with *regretter*.

The Unreal Present of Be

- **Example** I wish the population of the world **were** smaller.
 = $\left[\begin{array}{l} \text{The population is too big.} \\ + \\ \text{I am sorry about that.} \end{array} \right.$

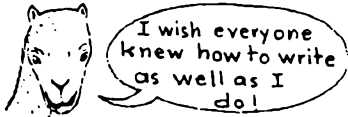


! **Were** is the unreal present of **be**. Never use **was** as the unreal present.

Exercise 7-10

Wishing About the Present

Write a sentence with similar meaning to each sentence given. Use **wish** and the unreal present in each case.



- **Example** Fatou is sorry her French grade is low.
She wishes her French grade were high.

1. I am sorry I don't have a car. • 2. My brother is sorry he is not rich. • 3. They are sad they cannot go to Ghana. • 4. We are sorry we cannot speak English well. • 5. I am sorry I don't live in Cameroon. • 6. We cannot control the world's population. • 7. She is sad that her mother is sick.

Exercise 7-11

Using Wish in Short Responses

The first student makes a sentence about an unhappy situation. The second student makes a short response using wish.

Student 1: I'm sorry _____

subject

doesn't
isn't
don't
aren't
am not
can't

verb

_____ .

Student 2:	I wish	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">I you we they he she it</div> <div style="display: inline-block; vertical-align: middle;">[] <div style="display: inline-block; vertical-align: middle;">did. were. could.</div> </div> </div>
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● Examples

- a) Student 1: I'm sorry I am not rich.
Student 2: I wish you were.
- b) Student 1: I'm sorry Ahmed doesn't have a good grade in English.
Student 2: I wish he did.

Exercise 7-12 Translating French into English

1. La bague en diamant appartenait à sa mère. • 2. Toute la famille a assisté aux funérailles. • 3. La fille se sentait isolée en habitant toute seule dans la grande maison. • 4. L'homme courageux a tué le serpent. • 5. L'homme à qui j'ai parlé était bien connu. • 6. Les enfants qu'elle a vus ont ramassé du bois de chauffe pendant tout l'après-midi. • 7. Les fleurs qu'elle a achetées sont jolies. • 8. Elles / Ils regrettent qu'elles / ils ne puissent pas aller en vacances. • 9. Selon les experts, 150 bébés naissent chaque minute. • 10. La maison que Hamid a vendue est immense.

▶ WRITING

1. Analyzing a Deductive Paragraph

Four Methods for Population Control

1. The Chinese government has used four methods to encourage couples to have only one child. • 2. The first method is incentives. • 3. Couples who agree to the policy get higher salaries and better housing and medical care. • 4. The second method is penalties. • 5. Couples who have more than one child have to pay the government. • 6. Moreover, they may lose their jobs. • 7. Third, social pressure is used. • 8. Neighborhood groups check the size of families. • 9. If a couple has more than one child, their neighbors avoid them. • 10. The final method is education. • 11. Publicity in China encourages couples to have only one child.

Exercise 7-13 Studying the Organization of the Paragraph

Choose the best answer to each question.

1. Sentence Number 1 is (X).
a) about one method b) not serious c) about incentives d) the general idea
2. Sentence Numbers 2 and 3 are about (X).
a) one method b) two methods c) social pressure d) three methods

3. Sentences 4, 5, and 6 are about (X).
 a) incentives b) penalties c) publicity d) the first method
4. Which sentences discuss social pressure?
 a) 1, 2, 3 b) 6, 7, 8 c) 7, 8, 9 d) 9, 10, 11
5. The controlling idea of this paragraph is (X).
 a) couples b) government c) methods of population control d) China

2. Groups of Sentences

When we write a paragraph, we write groups of sentences. One group is about one idea. Another group is about a second idea, etc. In this paragraph, sentences about incentives are together. Sentences about social pressure are together, and sentences about education are together.

Two Types of Paragraph Plans

● Type 1: The Outline Plan

Title: Four methods of Population Control

General Idea Sentence: The Chinese government has used four methods to encourage couples to have only one child.

Specific Point 1: The first method is incentives. Couples who agree to the policy get higher salaries and better housing and medical care.

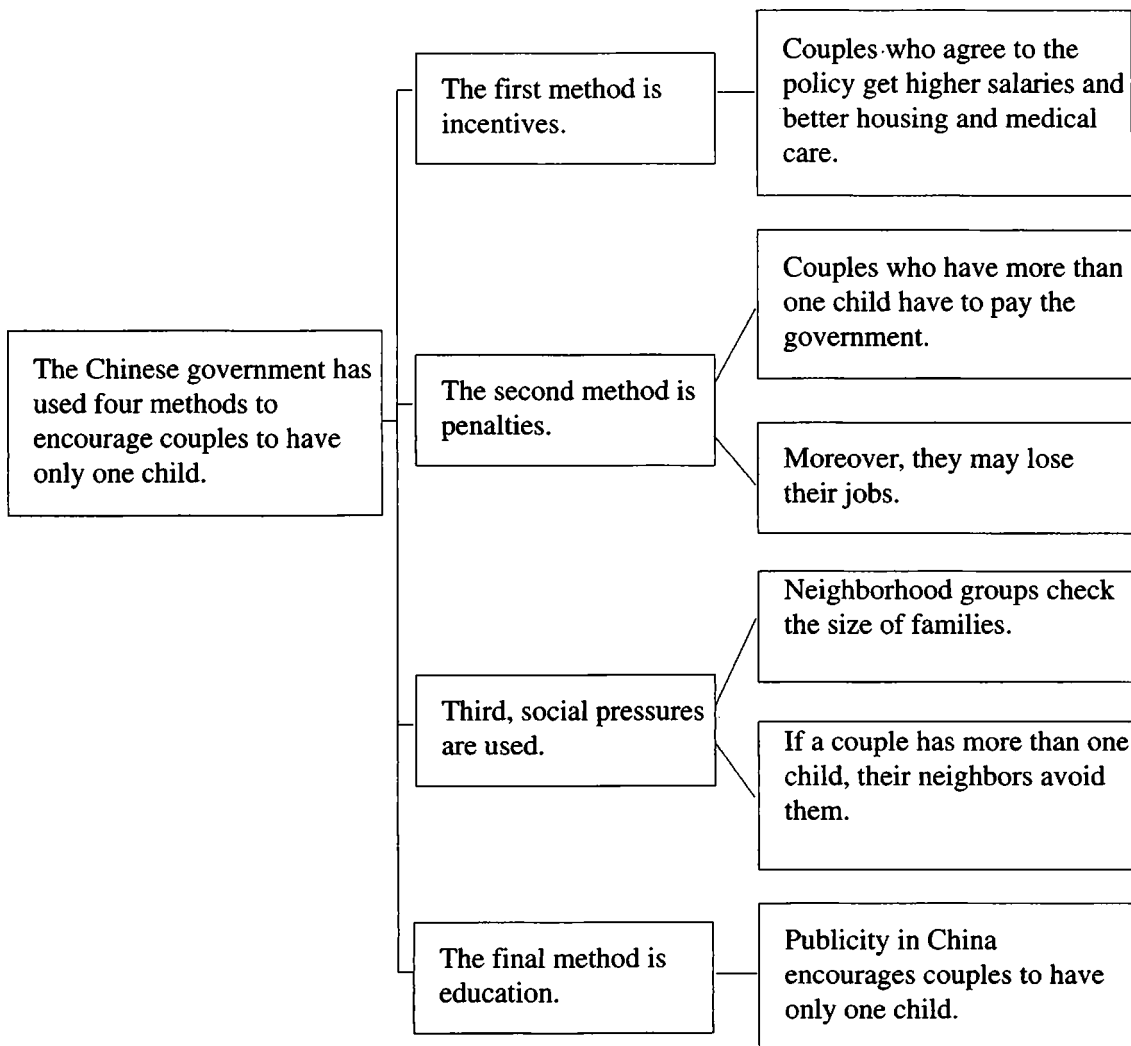
Specific Point 2: The second method is penalties. Couples who have more than one child have to pay the government. Moreover, they may lose their jobs.

Specific Point 3: Third, social pressures are used. Neighborhood groups check the size of families. If a couple has more than one child, their neighbors avoid them.

Specific Point 4: The final method is education. Publicity in China encourages couples to have only one child.



● Type 2: The Tree Plan



Exercise 7-14

Writing a Paragraph About Big or Small Families

Follow the steps below.

Step One: Do you want to have a big family or a small family when you are married? Discuss this with your class. Give reasons for your answer.

Step Two: Make a plan for your paragraph. Use either type of plan.

Step Three: Write a paragraph from your plan.

I Want to Have a { Big
Small } Family

There are three reasons why I want to have a { big
small } family. First,

..... . Second,
Finally,



CHAPTER EIGHT

The African



*The following text was taken from William Conton's **The African**, the story of a child growing up in the fictional West African colony of Songhai. Kissimi grew up in a family of eleven. His father's main occupation was farming, and his mother used to run a shop in addition to her work in the house and compound.*

Kissimi's knowledge of the world outside his village was very limited until his father decided to take him to school.

I suppose at an early age I gave some evidence of above average intelligence, for my family sent me to school. This does not mean I was the best of my brothers and sisters. My elder brother had learned to give my mother's customers their change at an earlier age than I, and one of my younger brothers could play the drum much better than I could. I wish I had learned that as well.

I do not remember ever hearing my father and mother discuss the possibility of sending me to school. Neither do my brothers and sisters. But one morning,

without any warning, my father said to me, "Kissimi, put on your best gown, wash your feet, and follow me." I wondered what was wrong. So did my brothers and sisters. That day, I started off on the long road to school.

The American lady who rose from her table in a corner of the room to welcome us as we entered was, I thought, radiantly beautiful. It was Miss Schwartz, our teacher.

Most of us learned very quickly. We forced ourselves to speak English whenever possible. We used to stay on for hours after school testing each other at the blackboard on the letters of the alphabet, numerals, spelling, and later, grammar. When Miss Schwartz announced one day that she wanted one of us to come and live with her, to help her with domestic duties outside school hours, there was a rush to volunteer which took her completely by surprise. "All right, Kissimi. You may come. But run along and ask your father first, and remember you will stay with me only as long as you are a good boy," Miss Schwartz said.

I made such good progress in all the subjects at the missionary school that, after a few years, my teachers decided I was ready for secondary school in Sagresan.

I was, for my first four months at the new school, the only Hausa-speaking boy in my class who did not speak Sagresan. At first, my Sagresan classmates regarded me as inferior, and my roommates regarded me as an intruder who needed civilizing. I

found the good sense to take all this well; but I learned, painfully, to smile when the language in the classroom or dormitory changed, in my presence, from English to Sagresan, and I felt that I was the subject. I also learned to rely on myself. I knew that one day I would show everyone what a good student I was.

adapted from *The African* by William Conton
© William Conton 1960,
Heinemann Educational Books Ltd.

Exercise 8-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. How many people were there in Kissimi's family? • 2. What other work did Kissimi's mother do apart from her work at home? • 3. Did Kissimi know why he was asked to put on his best gown? • 4. Why did Miss Schwartz want one of her students to come to live with her? • 5. Why did the Sagresan boys regard Kissimi as inferior to them? • 6. Imagine you were sent to another country where no one speaks your language. How would you feel? • 7. Why is it so important to learn English today?

Exercise 8-2 Writing Questions on the Text

Make questions for these answers.



This is a written exercise.

1. In the West African colony of Songhai. • 2. No, farming was. • 3. No, he could not, but he wished he had learned to. • 4. As an inferior. • 5. No, she was beautiful. • 6. Very quickly. • 7. She chose Kissimi.

VOCABULARY

change (<i>monnaie</i>)	an intruder	to rise (rose, risen)
a customer	main	to run a shop (ran, run)
fictional	to rely on	to volunteer

Exercise 8-3 Practicing the New Vocabulary

In each item, choose the word that means the same as the underlined word or words.

● Example

The boy felt miserable when he learned that he had not passed the BEPC.
a) happy b) hungry c) funny d) very sad
The boy felt very sad when he learned that he had not passed the BEPC.

1. His story was fictional. It was not true.
a) horrible b) imaginary c) funny d) interesting

2. There were more intruders than invited people at the party. We had to ask them to leave.
a) unwanted people b) thieves c) guests d) teachers
3. That trader is friendly with the customers because they come to buy his goods.
a) children b) tourists c) friends d) clients
4. The dress is 1,000 francs. I gave you 5,000 francs. My change is 4,000 francs.
a) price b) money returned c) replacement d) pants
5. The students rise when the teacher comes in.
a) become quiet b) shout c) stand up d) write
6. You must rely on yourself on the day of the national exam because no one will help you.
a) wash b) punish c) forget d) count on
7. I volunteered to help the tourist because I hate seeing someone who is lost.
a) ran away b) offered c) refused d) laughed
8. The main street in the middle of town is always busy.
a) bad b) narrow c) principal d) dark
9. Mr. Bounou, the director, runs the project very well.
a) directs b) builds c) paints d) buys

▶ PRONUNCIATION

S vs. Sh

Exercise 8-4 Practicing the S and Sh Sounds

Read the following sentences out loud paying careful attention to the **s** and **sh** sounds.

1. Miss Schwartz **shuts** the door. • 2. Kissimi was a **shy** boy. • 3. The Sagresan boys **rushed** to help Miss Schwartz who was very surprised. • 4. **She** asked everybody to **shut** up. • 5. Moussa said he **should** go and see Kissimi.

▶ EXPANSION

1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
brightness	to brighten	bright	dark	brightly
negligence	to neglect	negligent	careful	neglectfully
a rush	to rush	rushing	—	—
shortness	to shorten	short	long	short/shortly
strength	to strengthen	strong	weak	strongly

Exercise 8-5

Choosing the Correct Form

Rewrite the sentences using the correct form of the word in parentheses.

● Example

A (strength) wind blew last night.

A **strong** wind blew last night.

1. When he came out of jail, he went to enjoy his (free) in another country. • 2. When the bell rang, the students (rushing) home noisily. • 3. A (brightly) student answered the teacher's question. • 4. A person's (strengthen) is often the result of a good health. • 5. Students do not want their break time to be (shortness) by anyone. • 6. Moussa never (neglectfully) his homework before going to bed. • 7. Kantou is as (strength) as Balla.

2. Useful Phrases

in the eyes of (*aux yeux de*)

In the eyes of many young people, education is the key to a better life.

to take something well (*faire contre mauvaise fortune bon coeur*)

Kissimi learned to **take** everything **well** although it was difficult.

to regard as (*considérer comme*)

The Sagresan boys **regard** Kissimi as an inferior.

at first (*tout d'abord*)

Mr. Issa said he was going to talk about waves. **At first**, all the students looked at each other in surprise. Then when he went on with his lecture, everybody understood.

in addition to (*en plus de*)

Couples who limit themselves to one child get better housing and medical care, **in addition** to higher salaries.

Exercise 8-6

Practicing the Phrases

Complete each sentence below with one of the expressions from the list. Replace each (X) with one word. The form of the words may change.

in the eyes of	to regard as	in an effort to
to take something well	at first	in addition to
to break the habit	little by little	

● Example

Kissimi's father told him to prepare to leave home. (X)(X),
Kissimi wondered what was wrong.

Kissimi's father told him to prepare to leave home. **At first**,
Kissimi wondered what was wrong.

1. The students study together every night (X)(X)(X)(X) improve their grades. • 2. Garba speaks English and French (X)(X)(X) Hausa. • 3. It was surprising: He (X) the bad news (X). • 4. All his friends want him to (X)(X)(X) of smoking after meals. • 5. (X)(X)(X), the tourist got used to African food. • 6. (X)(X)(X)(X) a good Muslim, Mecca is the most important place to visit. • 7. I do not like people who (X) me (X) an inferior.

Exercise 8-7

Writing Sentences

Write five sentences: one complex sentence, two simple sentences and two compound sentences.



GRAMMAR

1. Wishes About the Past

• Examples

- a) Mariama wishes Fatou had come to her party last night.

Fact: Fatou didn't come to the party.

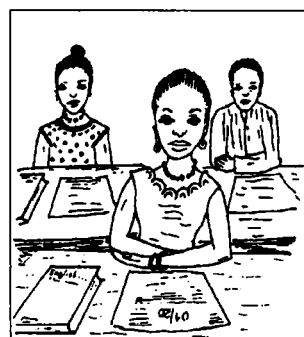
Fact: Mariama is unhappy about that.



- b) Hannatou wishes she had studied for the test yesterday.

Fact: She did not study for the test yesterday.

Fact: She's got 01/20. She is sorry about that now.



Subject 1	+ Wish/Wishes	+ Subject 2	+ Unreal Past	(+ Complement)
Mariama	wishes	Fatou	had come	to the party.
Hannatou	wishes	she	had been	present for the test.

Exercise 8-8

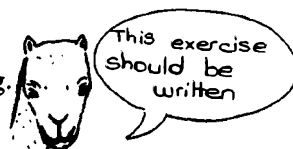
Making Wishes About the Past

Unhappy Ali has many regrets—things he did not do, places he did not go, mistakes he made. Read each fact about his past and say what he wishes now.

• Example

He did not help his father in the fields when he was young.

He wishes he had helped him.



1. Ali did not go to school before he was ten years old. • 2. He never visited Sagresa. • 3. He did not know how to ride a bicycle when he was young. • 4. He once refused to help a blind man cross the street. • 5. He set fire to old Ibrahim's house. • 6. He missed the first program on national television. • 7. He did not go to Koranic school.

Talking About Past and Present Wishes

Everybody has a few regrets - big ones and little ones. Student 1 gives a regret about the present or the past. Student 2 responds with **wish**.

Student 1: I . I'm sorry about that.

Student 2: He / she wishes .

● Examples

a) Student 1: I forgot to study my math lesson yesterday. I'm sorry about that.

Student 2: He wishes he had studied math last night.

b) Student 1: I don't have a plane. I'm sorry about that.

Student 2: She wishes she had a plane.

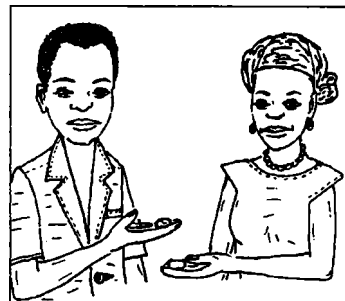
2. So and Neither

● Examples

a) Alio does not have much money, and **neither** does Zara.

Alio n'a pas beaucoup d'argent, et Zara non plus.

= { Alio does not have much money.
+
Zara does not have much money.
= Alio does not have much money, and Zara does not **either**.



b) Alio can spend ten francs today, and **so** can Zara.

Alio peut dépenser dix francs aujourd'hui, et Zara aussi.

= { Alio can spend ten francs.
+
Zara can spend ten francs.
= Alio can spend ten francs, and Zara can **too**.

Subject 1	+	Negative Verb (+ Complement), and neither	+	Auxiliary	+	Subject 2
Alio		does not have much money, and neither		does		Zara.

Subject 1	+	Affirmative Verb (+ Complement), and so	+	Auxiliary	+	Subject 2
Alio		can spend ten francs and so		can		Zara.

Exercise 8-10

Having Mini-Conversations

Student 1: Use the phrases below (or others) to make a true statement about yourself.

Student 2: Reply honestly using the structures given.

Student 1: (Make a sentence using one of the phrases below.)

I was born in 19__.

I have never (past participle).

I enjoy (verb + *ing*).

I'm planning to (verb).

I don't enjoy...

I'm not planning to (verb).

I am...

I'm not...

Student 2:	So	I.
	Neither	I.
	But I	.
	But I	n't.

- **Examples**
- a) Student 1: I enjoy singing.
Student 2: But I don't.
- b) Student 1: I've never eaten a snake.
Student 2: Neither have I.



! The word **never** makes a sentence negative. Study example (b) carefully!

Exercise 8-11 Using So, Neither, or But

Read each sentence about Ibrahim. Then complete it truthfully about yourself. Use **so**, **neither**, or **but**.

- **Examples**
- a) Ibrahim got 18/20 (eighteen over twenty) in science class last year, ...
Ibrahim got 18/20 in science class last year, **but I didn't**.
- b) Ibrahim has an older brother, ...
Ibrahim has an older brother, **and so do I**.

1. Ibrahim never came late last term, ... • 2. Ibrahim is a good football player, ... • 3. Ibrahim went to primary school in Bamako, ... • 4. Ibrahim has a nice bicycle, ... • 5. Ibrahim cannot speak English very well, ... • 6. Ibrahim used to go to Kano twice a year, ... • 7. Ibrahim will certainly be a teacher, ... • 8. Ibrahim often goes to the movies, ... • 9. Ibrahim is used to eating rice and okra for lunch, ... • 10. Ibrahim enjoys swimming, ... • 11. Ibrahim grew up in Bamako, ... • 12. Ibrahim never smokes, ...

3. Time Expressions with Reported Speech

Direct Speech and Reported Speech

● Example

Direct Speech

One day, Miss Schwartz asked Kissimi,
"Did you go to the river today?"
Kissimi answered, "No, I went there yesterday."



Reported Speech

Miss Schwartz asked Kissimi if he had gone to the river **that day**.
Kissimi answered that he had gone there **the day before**.

- **Explanation** In reported speech, time expressions like today, yesterday, and ago often change. This is especially true if you are reporting conversations after they took place.

Changes in Time Expressions

Direct Speech	Reported Speech
now	then
today	that day
this week, month, year	that week, month, year
yesterday	the day before
last week, month, year	the week, month, year before
three days ago	three days before
tomorrow	the next day
next week, month	the next week, month

● More Examples

- a) Direct: Adama told her sister, "Our cousins will come tomorrow."
Reported: Adama told her sister that their cousins would come **the next day**.
- b) Direct: The owner told the slave, "You will work in the field next week."
Reported: The owner told the slave that he would work in the field **the next week**.
- c) Direct: Mr. Djibo told his son, "You must go to school now."
Reported: Mr. Djibo told his son that he had to go to school **then**.

Exercise 8-12 Changing Time Expressions

Imagine the following conversation took place between Kissimi and his friend, Gonda. Change it to reported speech. Change all the time expressions as necessary.

- 1. Gonda: Where are you coming from now, Kissimi?
- 2. Kissimi: I had to take the millet to the mill today.
- 3. Gonda: I must go there tomorrow.
- 4. Kissimi: When I went there last week, I met some older boys who took all my millet!
- 5. Gonda: The same thing happened to me two days ago!
- 6. Kissimi: Maybe next week we should go together.
- 7. Gonda: That's a good idea.

- Example 1. Gonda asked Kissimi where **he was** coming from **then**.

Exercise 8-13 Translating French into English

1. Je regrette d'avoir été absent hier. (I wish...) • 2. N'Garta n'ira pas à Douala, et son frère non plus. • 3. Nous devons apprendre à compter sur nos propres moyens d'abord. • 4. Les problèmes de santé dans la société sont les problèmes de tout le monde. • 5. Ils regrettent de ne pas avoir été plus âgés quand ils se sont mariés. (They wish...) • 6. J'ai de bons souvenirs de mon voyage à Paris. • 7. Maman s'efforce de parler anglais chaque fois que cela est possible. • 8. Il est arrivé dans cette ville il y a dix ans. • 9. Diop prie tous les jours, et moi aussi. • 10. Si tu n'avais pas répondu à la question, le professeur t'aurait puni.

LISTENING COMPREHENSION

Exercise 8-14 Answering Questions

Replace the (X) by the best word.

- The boy and his father traveled (X).
a) on foot b) by bush taxi c) by train d) by plane
- The boy had (X) visited Sagresa before.
a) never b) seldom c) sometimes d) often
- His father was (X) everything.
a) excited about b) happy with c) angry about d) unhappy with
- The boy's mother (X) them when they went to Sagresa.
a) went with b) welcomed c) did not go with d) lost

WRITING

Writing a Descriptive Paragraph

Exercise 8-15 Describing Your First Day at Secondary School

Follow the steps below.

Step One: Discuss your first day at secondary school with your class. These questions will help you.

- What is the first thing you remember?
- What did the school yard look like?
- How many of the other students did you know?
- Describe one of your teachers.
- Describe the other students in your class.
- What did you do on the first day?

Step Two: You are going to write one paragraph about your first day at secondary school. You need a controlling idea. Choose one from the list below:

happy	sad	difficult
amusing	interesting	

Step Three: Write one paragraph describing your first day at school. Begin as follows:

My First Day at School

My first day at school was very

Remember: All sentences must be related to your controlling idea!
Do not write irrelevant sentences!
Write at least eight sentences!
You do not have to answer all the questions.

EXTRA! EXTRA!

B

When Brothers Share a Wife

Eager¹ to reach home, Dorje drives his herd hard over the 16,000 foot mountain pass, stopping only once to rest. He and his two older brothers, Pema and Sonam, are jointly² marrying a woman from the next village in a few weeks. He has to help with the preparations.

Dorje, Pema, and Sonam are Tibetans living in Lima, a 200 square mile area in the northwest corner of Nepal, across the border from Tibet. The type of marriage they will enter is called fraternal polyandry³.

Fraternal polyandry is one of the worlds rarest forms of marriage but it is common in Tibetan society. The mechanics of fraternal polyandry are simple. Two, three, four or more brothers jointly take a wife, who leaves her home to come live with them.

Marriage ceremonies vary. Sometimes all the brothers are present as grooms⁴ while at other times only the oldest is present. The age of the brothers determines this: Very young brothers almost never participate in the ceremony. They typically⁵ join the marriage in their mid teens⁵. The oldest

brother is normally dominant in terms of⁶ authority. He manages the household, but all the brothers share the work and participate as sexual partners⁷. Tibetan men and women do not find this unusual or repulsive. Ideally the wife should show equal affection to all of the brothers⁸. But this does not always happen, especially⁸ when there is a large difference in age between the brothers.

Dorje's family could have problems. He is fifteen years old and his two older brothers are twenty-five and twenty-two years old. The new bride⁹ is twenty-three years old; eight years older than Dorje. Sometimes such a bride finds the youngest brother immature and does not treat him with equal affection; alternatively, she may find his youth attractive and pay special attention to him.

Another problem might occur¹⁰ when Dorje grows up. He could think his wife is too old and would prefer a woman his own age or younger. Consequently¹¹, although men and women do not find the idea of sharing a bride repulsive, individual likes and dislikes can cause problems.

(1) eager = impatient

(2) jointly = ensemble

(3) fraternal polyandry = polyandrie entre frères

(4) groom = le marié

(5) mid teens = vers l'âge de quinze ans

(6) in terms of = sur le plan de

(7) sexual partners = partenaires sexuels

(8) especially = surtout

(9) the bride = la mariée

(10) occur = se produire, arriver

(11) consequently = par conséquent

The Tibetans' own explanation for choosing fraternal polyandry is materialistic. For example when Dorje was asked why he wanted to marry with his two brothers rather than take his own wife, he said it would prevent the division of his family's farm and

animals. This way all the brothers would be richer. For Dorje that is good enough reason to share a wife.

Adapted from *When Brothers Share a Wife*
by Melvyn C. Goldstien, *Natural History*, March 1987

GRAMMAR

Review of Conditional Sentences

Simple Conditionals

If + Subject + Simple Present	(+Complement),
If you cheat	the Angel of Death,

Subject + Future	(+Complement)
you will not go	to Paradise.

Exercise B-1

Reviewing Simple Conditionals

Choose a phrase from column A and one from column B and write a simple conditional sentence. Make sure the sentence makes sense.

● Example

If you plant a garden in the dry season, you will have vegetables all year long.

A

to smoke
to steal a bicycle
to study hard
to plant a garden
to fall out of a tree
to run everyday
to drink a lot of beer

B

to have vegetables
to get good grades
to stay in good health
to go to jail
to feel terrible
to break your leg
to be unhealthy

The Unreal Present Conditional

If + Subject	+ Unreal Present	(+ Complement),
If Mr. Smith	were	a Muslim,
If Mariama	smoked,	

Subject + Would	+ Verb	(+Complement)
he would	not eat	pork.
she would	spend	a lot of money.

! **Remember:** The unreal present looks like the past, but it is not the past.

Exercise B-2**Reviewing the Unreal Present Conditional**

Student 1 makes a sentence or a question. Student 2 answers with an unreal present conditional sentence. You may use the phrases from Exercise B-1 or any others that you like.

Student 1: { You really should
Why don't you
I'm glad you don't }

Student 2: { Well, I don't know.
You're right. I should.
I am, too. } If I _____, I { would
wouldn't }

● Examples

- a) Student 1: Why don't you run every day?
Student 2: You're right I should. If I ran every day, I would stay in good health.
- b) Student 1: I am glad you don't drink a lot of beer.
Student 2: I am, too. If I drank a lot of beer, I would spend a lot of money.

FUNCTION**English Measurements**

In the United States and Great Britain, the following system of measurements is usually used instead of the metric system:

Measurement	Examples
Length and Distance: }	
1 inch = 2.54 centimeters,	He is five feet six inches tall (1.68 meters).
1 foot = 30.5 centimeters.	
1 yard = 0.9 meters	My sister bought three yards (2.7 meters) of cloth to make a dress.
1 mile = 1.6 kilometers	It's 287 miles (460 kilometers) from Zinder to Diffa.
Weight (weight = le poids): }	
1 ounce = 28 grams,	The baby weighed eight pounds, four ounces (3.9 kilograms).
1 pound = 0.45 kilograms	
1 ton = 907 kilograms	The truck carried 10 tons (9,070 kilograms) of salt.
Volume:	
1 pint = 0.47 liters	After eating, I usually drink a pint (0.47 liters) of water.
1 quart = 0.9 liters	They drank 2 quarts (1.8 liters) of milk.
1 gallon = 3.8 liters	We put 10 gallons (38 liters) of gasoline in the car.

Exercise B-3

Putting Verbs in the Correct Form or Tense

Copy the sentences. Put each verb in parentheses in the correct form or tense. Use a gerund when possible.

● Examples

- a) (Exercise) a lot (be) important for good health.
Exercising a lot **is** important for good health.
- b) (Run) fifteen miles (make) Rabiou too tired to do his homework yesterday.
Running fifteen miles **made** Rabiou too tired to do his homework yesterday.

1. In the old days, (steal) (be) a very serious crime. • 2. (Quarrel) all the time (make) enemies of friends. • 3. Unless you are rich, (buy) a car is impossible. • 4. (Find) solutions to desertification (be) the responsibility of the government. • 5. (Grind) millet (be) easy at the mill. • 6. (Look) for a suitable husband (take) a lot of time. • 7. (Count) to one hundred (be) difficult for her when she was young.

Exercise B-4

Using Get Used To in Talking About Your Life

Many middle school students come from far away to go to school. If you are one of these students, think back to your first year of middle school and how you adapted. Make sentences beginning with:

I had to **get used to**...
It was hard for me to **get used to**...
I finally **got used to**...
I've never been able to **get used to**...
I quickly **got used to**...

● Examples

- a) It was hard for me to get used to having so many teachers.
- b) I quickly got used to having electricity.

✎ **Note:** If you are from the town where you are studying, you can make sentences about one of your friends.

Exercise B-5

Contrasting Used To, Be Used To, and Get Used To

Read the items below. Replace each (X) with the correct form of **used to**, **be used to**, or **get used to**.

● Examples

- a) When I was little, I (X) ride on my mother's back.
When I was little I **used to** ride on my mother's back.
- b) When you go to live in a new country, you must (X) many new foods.
When you go to live in a new country, you must **get used to** many new foods.

1. When Issa studied in France, he had to (X) living in another culture. • 2. The Tuaregs of Agadez (X) drinking tea three times a day. • 3. Some older people never (X) modern life. • 4. When Fatima was a baby, she (X) eat sand and pieces of paper. • 5. Wrestlers and football players (X) training hard before a match. • 6. My friends and I (X) swim across the Komadougou river when we were young. • 7. After many years, El Hadji Boubacar finally (X) driving in the city. • 8. Malians (X) to very hot weather, but Canadians are not. • 9. Harouna (X) go out dancing every night, but now he studies all the time. • 10. In a polygamous family, the second wife must (X) living with the first wife. • 11. My boyfriend (X) giving me everything that I want these days. • 12. In the old days, masters (X) beat their slaves.

Exercise B-6**Reviewing Relative Clauses**

Answer the question in each item by combining the two sentences with a relative clause. Use **that**, **who**, **which**, or **whose** in each sentence.

● Example

The woman has complained to the police. Her son was put in jail.

Which woman has complained?

The woman **whose** son was put in jail has complained to the police.

1. The man was thrown into Hell. He had cheated death. Which man was thrown into Hell?
 • 2. The movie was about a woman. Her husband had died. Who was the movie about? • 3. I saw something in this book. It will interest you. What did I see? • 4. I met a man. He said he knew me. Who did I meet? • 5. Those cars were imported from Japan. They are easy to drive. Which cars are easy to drive? • 6. The bush taxi goes to Burkina every week. It is under the big tree. Which bush taxi goes to Burkina every week? • 7. This baby is crying. His mother is gone. Which baby is crying?

Exercise B-7**Practicing Prepositions**

In each sentence replace the (X) with the correct preposition.

of	from	for	over
up	on	with	by

● Example

(X) the time Mariama was 25, she had seven children.

By the time Mariama was 25, she had seven children.

1. (X) the years, she got better at speaking English. • 2. It's difficult to keep track (X) ten children at once. • 3. Ali quit smoking. (X) then on, he always felt healthy. • 4. My father has suffered (X) emphysema for years. • 5. It's better to spend your money (X) food instead of (X) beer. • 6. If you set good examples (X) your children when they are young, they will develop good habits. • 7. When Moussa fell off his horse, he picked himself (X) and brushed himself off.

FUN AND GAMES**Brain Teaser**

A man and his son are in their car. The car is hit by a bus and the father is killed. The son is badly hurt. The police come and take the boy to the hospital. The doctor walks up to the boy, looks at him and says, "I can not operate on this boy. He is my son."

How is this possible?

Proverbs

Better late than never.

A bird in the hand is worth two in the bush.

In the Kingdom of the blind, the one-eyed are kings.

Health is better than wealth.

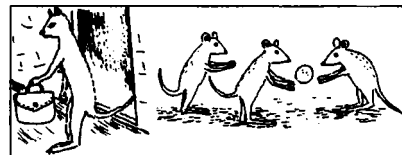
You can lead a horse to water, but you can't make him drink.

When the cat is away, the mice will play.

Like father, like son.

The pen is mightier than the sword.

Don't put all your eggs in one basket.



When the cat is away, the mice will play

► PRACTICE FOR THE BEPC

Lisez le texte attentivement avant de répondre aux questions qui suivent.

Freedom Fighter

Frederick Douglass was an American slave born on a southern plantation in 1817. When he was very young, he was taken from his home and sent to live with an old woman on another plantation. She was very cruel.

When Frederick was five years old, he was sent to another home in a town called Baltimore. When the master's son received his lessons, Frederick would sit and listen. Soon he began to learn to read. At night, Frederick learned to write in secret. He bought a book for fifty cents, and he would copy words from the book.

When Frederick was sixteen years old, he was sent back to the southern plantation. There, the other slaves asked him to teach because he could read and write. But the slave owners became angry because they did not want their slaves to learn to read. Frederick's master was so mad that he punished Frederick by sending him to another plantation where the master was even more cruel and often beat him.

A year later, Frederick escaped and went back to Baltimore. There he got a job building ships and made friends with a black sailor named Benny. Frederick escaped from the South by using Benny's sailor suit and papers. These papers permitted him to go north where black people were free. In the North, he began speaking out against slavery and became a popular speaker. He also wrote his autobiography — the story of his life.

In 1848, Frederick went to England for a year. He was famous because of his autobiography and because he was a good speaker. He returned to the United States, married his friend Anna, moved to New York, and began his own newspaper, *The North Star*. After the Civil War, Frederick was appointed to the post of Minister to Haiti. He worked as a minister until his death in 1895. Because of his fight for freedom, Frederick Douglass is honored in the United States and in the rest of the world.

adapted from *Afro-American Contributors to American Life*
© 1970 by Benefic Press, USA.

Vocabulaire:

in secret: *en cachette, secrètement*

a sailor: *un marin*

a cent: *un centime*

a speaker: *un orateur*

I. Compréhension du texte (5 pts)

Répondez aux questions en 1 ou 2 phrases.

1. Describe the woman Frederick Douglass lived with when he was young. (1 pt)
2. How did Frederick Douglass escape from the South? (1 pt)
3. Where did Frederick publish his newspaper? (1 pt)
4. Do you think that Frederick Douglass was a lazy person? Give two reasons for your answer. (2 pts)

II. Grammaire (5 pts)

1. Mettez le mot entre parenthèses au temps ou à la forme qui convient.

1. If they (get up) earlier, they would not have missed the bus. (0,5 pt)
2. Frederick Douglass got a job by (write) articles in a newspaper. (0,5 pt)
3. (Seek) solutions to malnutrition (be) everyone's responsibility. (0,5 pt)
4. The only (differently) between your car and mine is the color. (0,5 pt)

2. Réunissez et réécrivez les phrases suivantes en utilisant the same....as.
Certaines phrases peuvent être négatives.

Exemple : My car cost 2,000,000 cfa. Abdou's car cost 2,000,000 cfa.

Réponse : My car is the same price as Abdou's.

1. Ali is 22 years old. Zeinabou is 22 years old. (0,5 pt)
2. Fati weighs 40 kilos. Harouna weighs 55 kilos. (0,5 pt)
3. Mirriah is 20 Kilometers from Zinder. Gouré is 120 kilometers from Zinder. (0,5 pt)
4. Issa is 1.70 meters tall. Ousmane is 1.70 meters tall. (0,5 pt)

3. Transformez les phrases suivantes au discours indirect.(4,5 pts)

1. "I did not see you yesterday," Maria told her sister. (1 pt)
2. "When will you leave this town?" the guide asked the tourists. (1,5 pts)
3. "Go and see what is happening there, but don't waste any time," the police chief ordered the policeman. (2 pts)

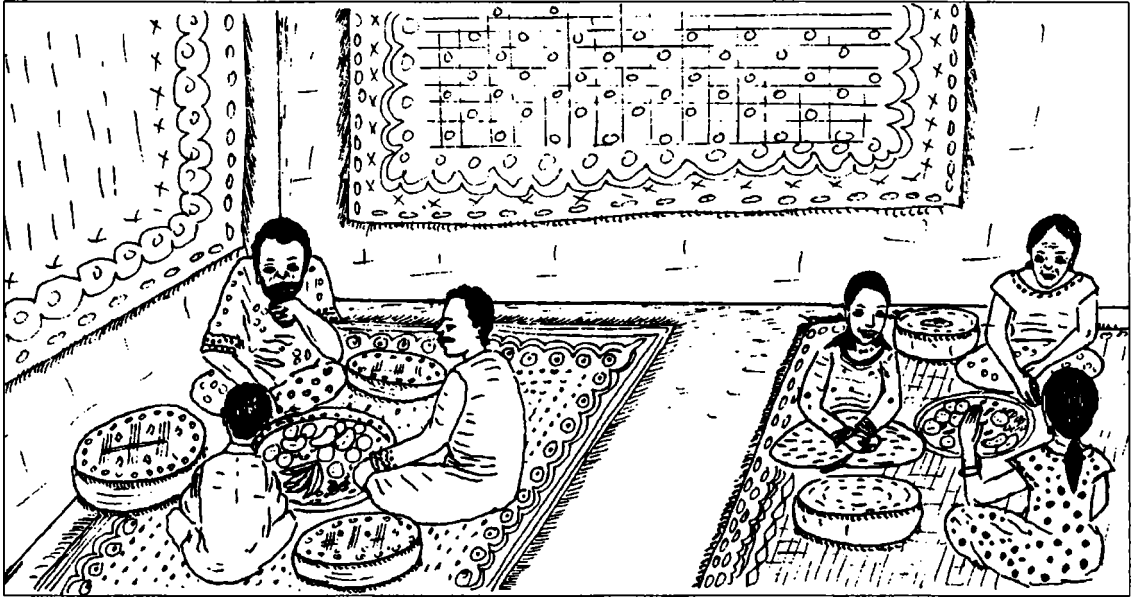
III. Composition Guidée (6 pts)

Vous venez de lire que Frederick Douglass a écrit son autobiographie. Ecrivez la vôtre en un paragraphe cohérent de 12 lignes. Utilisez ces instructions comme guides.

1. The year and place of your birth. (I was born...).
2. How many brothers and sisters you have.
3. The person you lived with when you were in primary school.
4. Write if that person was cruel or nice. Give two reasons why .
5. Write three sentences about what you would like to do in the future.

CHAPTER NINE

A Meal for a Special Guest



Mother and Aunt Samia carried large trays of food out to the sitting room. The food smelled delicious! Although the children wanted to hear Uncle Hasan's story, they were now interested only in the food in front of them.

"What a feast! Uncle Hasan will be very pleased with our hospitality," Amina thought to herself. "My father will be proud that he can offer his guest such a fine meal. He will be very proud of my mother."

After the food was put out, Mother called the children into the kitchen for a moment. "Children," she said, "Please remember your manners. Let me see if you know them. Which hand do you use to eat with?"

"Only the right!" Muhammed shouted, hoping he had pleased his mother with his quick response.

"Very good," said Mother. "And how do you sit on the rug?"

"We sit so that the bottoms of our feet face no one," answered Amina.

"Correct. What else must you remember?"

"We must remember that it isn't polite to stare at people while they eat. We should look down at our own food."

"That's great," said Mother. "You'd better keep that in mind, because if you misbehave you know very well that your father will punish you, and he'll blame it on me."

"You're absolutely right, Mother," said Muhammed. "We'd better not forget that. I can already see Father getting angry at us."

"Fine," said Mother. "Now go to your places in the sitting room."

Mother went to the door of the room where Uncle Hasan and Father were sitting and told them that dinner was ready.

"Please sit down, Uncle Hasan," Father said. Father told Uncle Hasan that he should sit in the place of honor on Father's right side. "Bismillah, in the name of God," Father said quietly, before the family began to eat.

The meal was as delicious as everyone knew it would be. Amina and Muhammed ate so much that they thought they might explode!

The two large trays of fruit — the oranges, apples, and dates that Father had bought — were the last things to be eaten. Then, after everyone had finished the meal, Father said thankfully, "Al-Ham-du-lillah!"

Uncle Hasan leaned back against the pillows and said, "What a fine meal that was! I thank you for your hospitality and

generosity. I am so full that I don't know if I can move!"

Muhammed laughed. "I'll help you move if you have trouble, Uncle Hasan!" he said. Then Father, Uncle Hasan, and Muhammed went to wash their hands before going back into the other room to sit on the couch and talk.

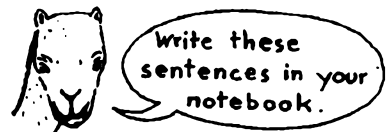
Amina helped her mother, Aunt Samia, and Grandmother to clear the table and prepare tea and coffee.

adapted from *Aramco World Magazine*,
March-April 1988

Exercise 9-1 Answering Questions on the Text
Answer each question using a complete sentence.

1. Who was the guest? • 2. Were the children hungry? How do you know? • 3. Why will Amina's father be proud? • 4. When did the mother call the children into the kitchen? • 5. Why did she call them? • 6. Is Amina an only child? • 7. What are some examples of good manners described in the text? Compare them with good manners in your country. • 8. Where did Uncle Hasan sit? • 9. How much food did Amina and Muhammed eat? • 10. What foods do people give to their guests in your country? • 11. What did they eat after their meal? • 12. How would a guest show he or she had enjoyed a meal in your country?

Exercise 9-2 Writing Questions on the Text
Write questions for these answers.



1. Large trays of food. • 2. Delicious. • 3. Uncle Hasan will be. • 4. Punish them. • 5. She went to tell them that dinner was ready. • 6. Yes, the meal was delicious. • 7. On the couches.

VOCABULARY

the bottom	to explode	to lean	only
to clear	to face	manners	a rug
a couch	full	to misbehave	to stare at

Exercise 9-3 Practicing the New Vocabulary
Replace each (X) using the words above.

1. The little boy looks eleven years old, but he is (X) nine. • 2. Parents should teach their children good (X). • 3. The Imam sits on his own prayer (X) in the mosque. • 4. Ahmed bought

a table, new chairs and a (X) to put in his sitting room. • 5. If your child (X), will you punish him? • 6. Please (X) the table when you finish eating. • 7. The customer's bag was so (X) of goods that it was too heavy to carry. • 8. Last year a bomb (X) near the house of the leader of the ANC. • 9. After Koumba used up all the rice, she could see the (X) of the bag. • 10. As he had been standing for an hour, he had to (X) against the wall to rest. • 11. All the students (X) (X) the hole in the teacher's boubou, although they knew it was impolite. • 12. The two men were not (X) each other, they were looking in opposite directions. •

PRONUNCIATION

Contractions

Exercise 9-4 Making All Possible Contractions

Read each sentence. Make contractions where possible.

- **Example** He will be proud of her.
He'll be proud of her.

1. You had better keep that in mind. • 2. Bob could not ask his mother for the money. • 3. I do not know if I can move. • 4. They cannot see the movie if they do not have 125 francs. • 5. Muhammed knows that he should not stare at the guest. • 6. I will not sit facing the guest. • 7. Amina is going to go to Mecca.

FUNCTION

Giving Advice

Had Better

- **Affirmative Example**

a) **You'd better** have plenty of food.

Il vaut mieux que tu aies beaucoup de nourriture.

- **Negative Example**

b) Father: We have guests tonight. **You'd better** not eat all the dates.

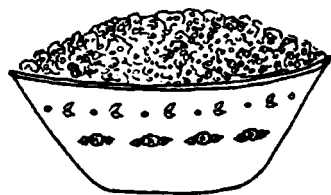
Moktar: I won't touch them until the guests have left.

- **Explanation** We use **had better** to give strong advice. When we use **had better**, the person that we are advising knows that something bad may happen if he does not do what we say.

a) **You'd better** have plenty of food. (If you don't, your guests will be very unhappy.)

b) **You'd better** not eat all the dates. (If you do, your father will be angry.)

! We do not usually use **had better** in questions.



Other Ways of Giving Advice

● Examples

- a) Fati: Come on Aïssa, let's go to the garden. My mother's gone out and the baby's playing alone in the living room.
Aïssa: **If I were you**, I'd look after the baby until she returns.
- b) Sani: My uncle wrote me a letter saying that he is lonely.
Amadou: **I think you should** go visit him.
- c) Salha: I don't know what's wrong with me, but I've been having the same horrible dream for three days now.
Karim: **Why don't you** go and see my grandmother. She can help you understand why.
Salha: I think that's a good idea.

Exercise 9-5

Giving Advice to Someone

In pairs, act out the situations below, using the expressions presented above.

● Examples

Activities	Advice	Reasons
a) smoke a cigarette	not smoke	develop a bad habit
b) not have my books	go get them	teacher will be angry

- a) Student 1: I want to smoke a cigarette.
Student 2: If I were you, I wouldn't smoke one. If you do you will develop a bad habit.
- b) Student 1: I don't have my books.
Student 2: I think you should go get them, or else your teacher will be angry.

Activities	Advice	Reasons
1. study tomorrow	study now	fail the test this afternoon
2. leave school this year	continue studying	get a good education
3. write about Aïssa	write about a fictional girl	Aïssa will be angry
4. talk with Oumarou in class	listen to the teacher	give you a zero
5. do this exercise on two pieces of paper	attach them to each other	?
6. sell my bicycle	keep it	?
7. go to Bamako	go to Niamey	?

EXPANSION

Good Manners

Exercise 9-6

Writing Exercise

Write five original sentences about good manners in your country.

● Example

You should not eat when you are standing up.



GRAMMAR

1. Verbs Following Verbs of Perception

● Example with a Quick Action

a) He **saw** the motorcycle **hit** the boy.

= { He saw the motorcycle.
+
The motorcycle **hit** the boy.
(To **hit** is a quick action.)

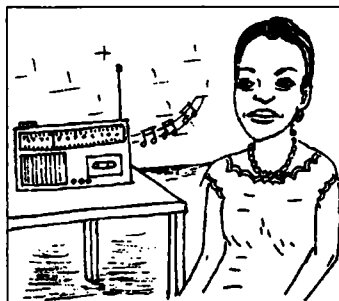


● Example with a Progressive Action

b) She **hears** the music **playing**.

= { She hears the music.
+
The music **is playing**.

(**Playing** is a progressive action.)



● Verbs of Perception

feel	find	hear	listen to	see	smell	watch
------	------	------	-----------	-----	-------	-------

- **Explanation** After verbs of perception, we can use a second verb. The second verb is in the simple form if the action is a quick action. The second verb is in the **-ing** form if the verb has longer duration.

! The second verb can sometimes be in either form.

c) Alio saw the man { **climb**
climbing } in the window.

● **More Examples**

d) He will smell the meat cooking.

e) She saw him fall.

f) They heard the phone { ring
ringing } .



Exercise 9-7

Writing About Amadou's Trip to Kano

Write a sentence for each picture. Use a verb of perception .



● **Example**



to see

Yesterday, he saw many people praying in the streets.



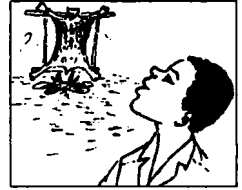
1. to watch



2. to see



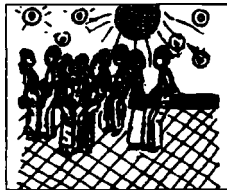
3. to listen to



4. to smell



5. to hear



6. to watch



7. to find

2. Pronouns as Direct and Indirect Objects

d.o. = direct object

i.o. = indirect object

● **Examples**

a) She gave the book to the boys.

or

b) She gave the boys the book.

} = She gave it to them.

Incorrect: She gave them it.

- c) We bought the **dress**_{d.o.}es for the **girl**_{i.o.}.
or
d) We bought the **girl**_{i.o.} the **dress**_{d.o.}es } = We bought **them** for **her**.

Incorrect: We bought her them.

- **Explanation** When the direct and indirect objects are pronouns, it is usually better to use the following structure:
d.o. for i.o. or d.o. to i.o.

Exercise 9-8

Making Questions and Answers

Student 1 asks a question. Student 2 answers the question, replacing the direct object with a pronoun and using the correct preposition.

Student 1: Did she

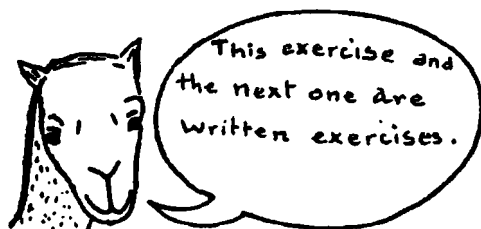
bring you the book
build you that house
buy you that shirt
lend you her pens
offer you the money
find you that chair
get you that book
read you the letters
sell you the bananas
send you the letter
make you that shirt

?

Student 2: Yes, she $\left\{ \begin{array}{c} \text{it} \\ \text{them} \end{array} \right\}$ $\left\{ \begin{array}{c} \text{to} \\ \text{for} \end{array} \right\}$ me.

● Examples

- a) Student 1: Did she build you that house?
Student 2: Yes, she built it for me.
- b) Student 1: Did she lend you her pens?
Student 2: Yes, she lent them to me.



Exercise 9-9**Using Pronouns**

Write a sentence using the word or words in the parentheses and replace the nouns with pronouns. Underline the pronouns.

● Example

Maïmouna's mother will send a present to Maïmouna. (be happy)
If she sends one to her, she will be happy.

1. The doctor is going to give Hassana some pills. (feel better) • 2. Amadou's parents will give Amadou a motorcycle. (not be late for school) • 3. Fatima will cook a delicious meal for her friends. (appreciate it) • 4. Hamadou will bring his daughters nice dresses. (be excited) • 5. The shop owner will give his customers some gifts. (be happy) • 6. Loki will take her father's bicycle. (be angry) • 7. Fadjimata will change the flat tire for her brother. (be pleased)

Exercise 9-10**Translating French into English**

1. Il a partagé le mil également entre ses deux femmes. • 2. Ahmed a vu le voleur sortir par la fenêtre. • 3. Vous feriez mieux de travailler si vous voulez réussir. • 4. Il a senti des insectes marcher sur son dos. • 5. Il travaille depuis six heures du matin. Il doit avoir faim • 6. Amadou se porta volontaire pour affronter le lion. • 7. Après le déjeuner Hadiza a débarrassé la table. • 8. Il a entendu la cloche sonner. • 9. Hassan a été découragé par ses mauvaises notes. • 10. Ne vous adossez pas à ce mur.

▶ WRITING**1. Description of a Room****A Pleasant Room**

1. The Abdel Kader family's sitting room is very pleasant. • 2. On the floor, there are three beautiful rugs. • 3. They are from Afghanistan and have beautiful colors and patterns. • 4. The children play on them. • 5. On one side of the room, there are six pillows. • 6. Three of the pillows are big, but the others are small. • 7. Above the pillows, there is a clock from France. • 8. Opposite the pillows is Mr. Abdel Kader's big chair. • 9. The chair is so big that two children can sit in it. • 10. There is a table next to the big chair. • 11. On the wall behind the chair, there is a picture of the Kaaba. • 12. The family loves the room and spends a lot of time there.

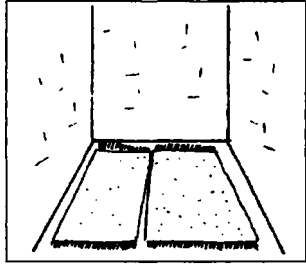
Exercise 9-11**Analyzing the Paragraph**

Answer the questions.

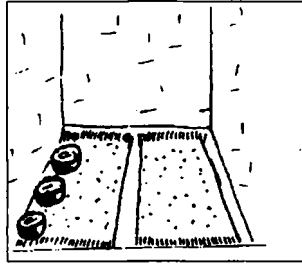
1. What is the controlling idea? • 2. Which sentences are about the rugs? • 3. Which sentences are about the pillows? • 4. Which sentences are about the big chair?

! Remember: We write in groups of related sentences.

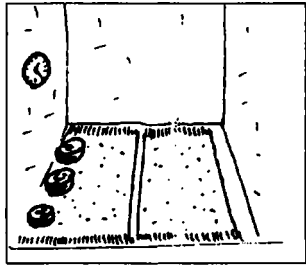
2. Prepositions



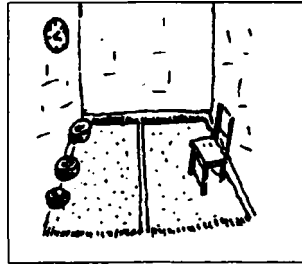
The rugs are **on the** floor.



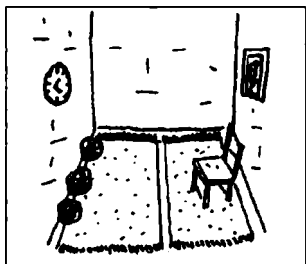
The pillows are **on** one side of the room.



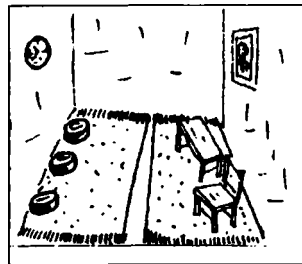
The clock is **above** the pillows.



The chair is **opposite** the pillows.



The picture is **on the** wall **behind** the chair.



The table is **next to** the chair.

● Other Useful Expressions

in front of = *en face de*

in the middle of = *au milieu de*

in the corner = *dans le coin*

Describing a Room or Compound

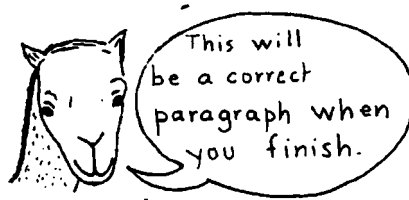
Follow the steps below.

Step One: Choose a room in your house or part of your compound.

Step Two: Write one paragraph describing that place.

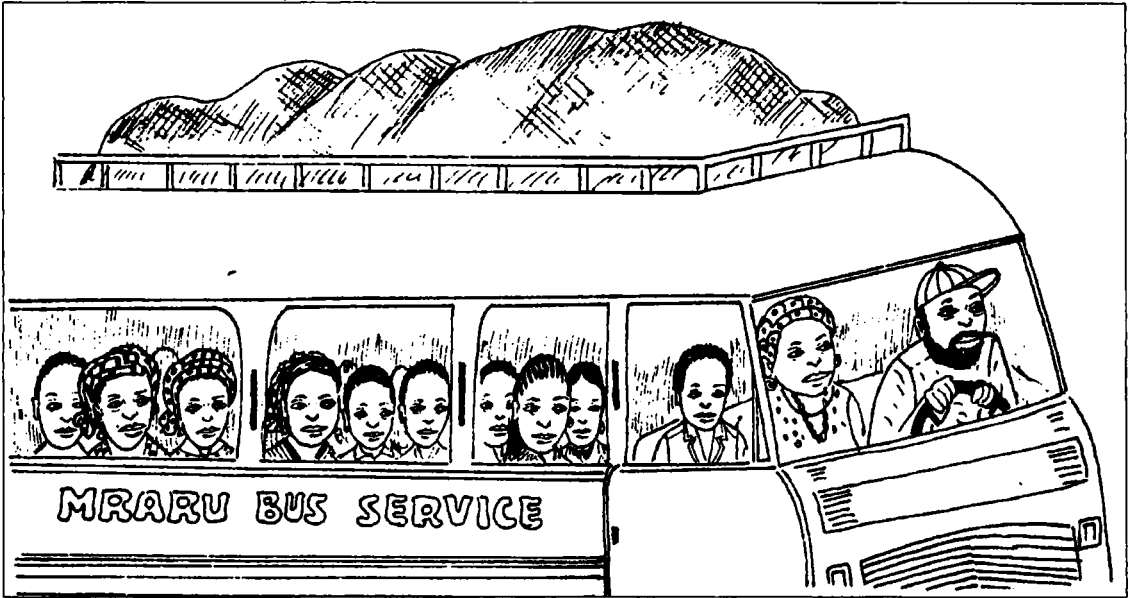
Do not forget the following points:

1. Write the title.
2. Use some of the prepositions above.
3. Remember your controlling idea.
4. Do not write irrelevant sentences.
5. Write groups of related sentences.
6. Write at least ten sentences.
7. Do not number your sentences.



CHAPTER TEN

The Mraru Bus Service



The women in Mraru got angry one year. The nearest market to the eight small villages in the Taita Hills of Kenya was in the town of Voi, about 12 kilometers away. It is too far to walk that distance carrying heavy goods to the market or a sick child to the clinic. There were not many buses to Voi. The buses that used to go to Voi were almost always full when they reached Mraru. If there were any places, they were given to the men first, not to the women. "Men first": That is the tradition in the countryside of Kenya, and for women, the tradition is to quietly accept this. But in 1971, the Mraru women decided to do something else: They decided to buy their own bus.

This seems like an unusual decision, and it was. How could a handful of rural women without salaries get enough money to buy a bus? It seemed like a daydream. The women learned that the bus they wanted cost 111,780 shillings. They would have to pay 47,800 shillings as a down payment, and the rest would have to come from a bank loan. Nevertheless, six years later, the bus was running a regular route

to Voi. Moreover, the women had enough profits to open a shop.

How did they accomplish this? The women started by forming a club, the Mraru Women's Group. They divided the down payment into 200 - shilling shares. To be in the club, the women had to buy shares. If the bus was profitable, the women would receive money according to the number of shares they had bought. Many women bought shares even though their husbands complained. They earned the cash to buy all 239 shares needed for the down payment by selling food they had grown or goats they had bred. After four years, all the shares had been sold, and they had the 47,800 shillings for the down payment.

Next, the club faced a great challenge. They had to convince a bank to break tradition and lend money to a women's group. It worked! On May 3, 1975, the women drove their new bus back to Mraru.

The Mraru Women's Group now had a real business to run. They had to pay for

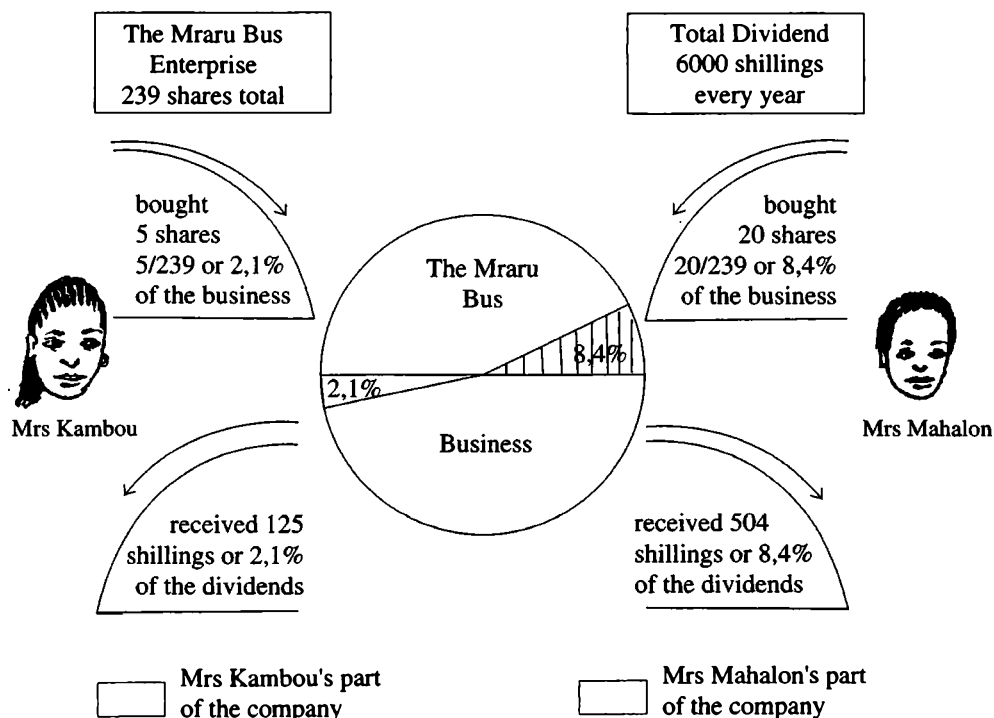
insurance, buy gasoline, and pay for the bus's maintenance and repairs. The group also had to pay 4,088 shillings each month to the bank for their loan. But the bus earned more than enough money. Each passenger paid three shillings for the one-way, 12 - kilometer trip to Voi. In one day, the bus service could make from 120 to 180 shillings. On market days and holidays, it could make several thousand shillings.

The bus was an excellent investment. In a year and a half, the loan was paid, and the Mraru Women's Group began a new savings account. By 1977, they had 12,000 - shillings in the bank. The group then declared half the money as a dividend. A dividend is profit money distributed according to the number of

shares a person owns. Thus, women who had never owned anything in their lives were now receiving money from their investment. The rest of the money was used for a new enterprise, a duka, or shop, in Mraru.

Although the shop is not as profitable as the bus, it is a solid investment. As one member explained, "We are proud of our shop. We will always have a source of money with the shop." The cement building could be rented in hard times. It could even be sold, but the Mraru Women's Group is determined never to do that.

Adapted from *Village Women Organize: The Mraru Bus Service* by Jill Kneerim, 1980 (SEEDS, a jointly sponsored project of the Carnegie Corporation, the Ford Foundation, and the Population Council.)



Exercise 10-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. How far was Mraru from the nearest market?
2. What was the tradition in the countryside of Kenya?
3. What did the women decide to do in 1971?
4. How much was the bus they wanted to buy?
5. Did they have enough money?
6. Where would the rest of the money they needed come from?
7. How could a woman be a member of the club?
8. Who complained about the

- women's buying shares? • 9. Did the women succeed in their enterprise? • 10. What was their new enterprise? • 11. In this text, the women had a problem (no transportation to Voi) and solved it. Are there similar problems in your village or neighborhood? What could you do to solve them? • 12. Do you know of any group which has started a project? What do they do? Is it a success?

Exercise 10-2 Writing Questions on the Text

Write questions for these answers.

1. In 1971. • 2. No, they didn't have any salaries. • 3. They sold food and bred goats. • 4. It took a year and a half. • 5. Insurance, gasoline, and maintenance. • 6. Three shillings. • 7. Yes, the shop is a solid investment.

VOCABULARY

to breed (bred, bred)	an enterprise	an investment	to rent
cash	a handful	a loan	a savings account
a down payment	insurance	a profit	



Exercise 10-3 Practicing The New Vocabulary

Replace the (X) using the words above.

- **Example** Last year, my father (X) many sheep to sell for Tabaski.
Last year my father **bred** many sheep to sell for Tabaski.

1. El Hadji Sani is an important trader. He runs a big (X) that sells cloth in Niamey. The shop is called "Fantastic Fabrics". • 2. His (X) is full of money because "Fantastic Fabrics" is very successful. • 3. El Hadji Sani is tired of (X) a house, so he wants to build one. • 4. He does not want to spend all his money, so he will ask for a/an (X) at the bank. • 5. When he receives the money, El Hadji Sani will give 200,000 francs to the mason as a/an (X). Next month, he will buy a Mercedes-Benz. • 6. He will need (X) in case of an accident. • 7. The insurance agent says that he will not accept a check, so El Hadji Sani will have to pay (X) for it. • 8. This is no problem because his enterprise is going very well and he is making a large (X). • 9. There are not many people at the insurance company. There is only (X) of people. • 10. My mother bought a vegetable mill in Kano, which is an excellent (X).

PRONUNCIATION

The Plurals of Nouns

1. /s/	2. /z/	3. /iz/
complaints	shares	buses
goats	years	businesses
profits	shillings	services
clinics	goods	sources
markets	savings	

Exercise 10-4**Practicing Regular Plurals Endings**

Read these sentences out loud paying special attention to the \s\ and \z\ sounds.

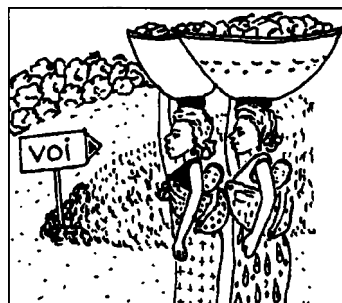
1. My father spent all his savings on goats. • 2. There were two markets around here two years ago. • 3. The more shares you have, the more profits you will make. • 4. His low-quality goods caused many complaints. • 5. The government spent thousands of shillings building clinics. • 6. Businesses can make profits by providing services that people want.

FUNCTION**Saying What You Prefer****• Examples**

- a) Mrs. Mwaluma: Let's walk the 12 kilometers to Voi.
Mrs. Mjomba: I'd rather take the bus.



- b) Moussa: Seyni, you're very sick. Shall I take you to the clinic?
Seyni: No, I'd prefer to see a marabout.



- **Explanation** When someone suggests something, you can politely ask for something else.

• Expressions of Preference

I'd like to...	I'd rather...	I'd prefer to...
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Exercise 10-5**Saying What You Prefer**

Student 1 makes a sentence using the first set of words provided.
Student 2 expresses a preference for the last word.

• Examples

- a) rice - lunch; couscous
Student 1: We're having rice for lunch.
Student 2: I'd prefer to have couscous.
- b) breed - goats; chickens.
Student 1: I want to breed goats this year.
Student 2: I'd like to breed chickens.

1. study - math; history • 2. want - a bicycle; the cash • 3. go - Ouagadougou; Dakar • 4. want to be - a soldier; a teacher • 5. work - garden; at home • 6. buy - bananas; peanuts • 7. play - basketball; football

EXPANSION

1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
explosion	to explode	explosive	—	explosively
—	to fill	full	empty	fully
honor	to honor	honorable	dishonorable	honorably
profit	to profit	profitable	unprofitable	profitably
quiet	to quiet	quiet	loud	quietly
a repair	to repair	repaired	broken	—
thanks	to thank	thankful	unthankful	thankfully

Exercise 10-6

Practicing Word Families

Rewrite the sentence using the correct form of the word in parentheses.

● Example

They ate so much they thought they might (explosion).

They ate so much they thought they might **explode**.

1. Zaratou preferred the (quietly) of her village to the noise of the city. • 2. Buying millet for 1,000 francs and selling it for 5,000 francs is very (unprofitable). • 3. It was an (honorably) for him to meet the president. • 4. Every market day, the trader (full) my bag with ripe mangoes. • 5. The El-Hadji gave (thank) to Allah for giving him a healthy son. • 6. After the accident, his motorcycle required many difficult (repaired). • 7. While the baby was sleeping, they spoke very (loud) so they would not wake him up.

2. Useful Phrases

to blame something on someone (*rejeter la responsabilité de quelque chose sur quelqu'un*)

If you misbehave, Father will punish you and he'll **blame it on me**.

to be interested in something (*s'intéresser à quelque chose*)

The children **were interested** only **in the food** in front of them.

to keep something in mind (*garder quelque chose à l'esprit*)

You'd better **keep that in mind** because if you forget your father will be angry.

to get angry (*se mettre en colère*)

The women of Mraru **got angry** because they had to walk 12 km to the market.

to face a challenge (*faire face à un défi*)

The club **faced a great challenge**: convincing a bank to give them a loan.

It worked. (*Cela a bien marché.*)

The Mraru Women's Club had to convince a bank to break tradition and **it worked!**

Exercise 10-7

Practicing the New Phrases

Replace each (X) using the words above. You must repeat two of the expressions.

● Example

Salifou (X) (X) (X) mechanics.

Salifou **is interested in** mechanics.

1. (X) your father's advice (X) (X). • 2. The first driver (X) the accident (X) the second one.
• 3. She studied all night for her math exam, hoping to pass it. (X) (X)! She got 15/20.
• 4. Villagers in Bilma (X) the (X) of stopping desertification. • 5. The trader (X) very (X) when Ari was caught stealing some change. • 6. Don't (X) your failures (X) your teachers! • 7. Karim (X) (X) (X) football, not in his studies.

Exercise 10-8

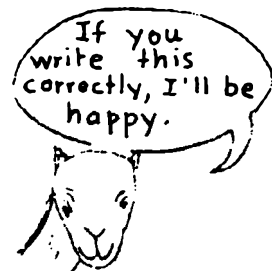
Writing Sentences with When, While, and If

Write complex sentences with the words given.

● Example

When / a baby

When I was a baby, I used to sleep a lot.



1. While / school • 2. If / rich • 3. When / at my cousin's house • 4. While / to eat • 5. If / hungry.

GRAMMAR

1. Gerunds After Prepositions

● Examples

- a) The women bought the bus **after saving** for several years.

Les femmes achetèrent l'autobus après avoir économisé pendant plusieurs années.

- b) Always wash your hands **before eating**.

- c) The accident occurred when a man crossed the street **without looking**.

- d) He surprised everybody **by declaring** the day a holiday.

- e) **On seeing** how the accident happened, Ali gave up drinking.

- f) We use hoes **for farming**.

- g) Maimouna got sick **from eating** too much.

- h) She listened to the radio **while working**.

- i) **When writing** to a friend, you should ask her to say "hello" to her family for you.

○ Explanation

A verb which directly follows a preposition (or **when** or **while**) must be in the gerund form.

Exercise 10-9**Choosing the Best Word**

Replace the (X) in each sentence with the best preposition from **above**, **while**, or **when**.

● **Example**

You should always wash yourself (X) praying.

You should always wash yourself **before** praying.

1. He went to bed just (X) eating his dinner. • 2. (X) working hard, you will not be able to get good grades. • 3. You should be polite (X) talking to your parents. • 4. (X) doing the exercise, he made an error. • 5. You will succeed (X) studying hard. • 6. Pencils are used (X) writing. • 7. His legs hurt (X) walking so much.

Exercise 10-10**Putting Verbs in the Best Form**

Put each verb in parentheses in the best form or tense.
Use gerunds when possible.

● **Example**

Last night we (go) for a walk after (have) dinner.

Last night we **went** for a walk after **having** dinner.

1. He (come) soon, after (finish) his homework. • 2. After (wait) a long time on the main road, they finally (decide) to walk. • 3. This dress (not be) Rabi's size. She (not try) it on before (buy) it yesterday. • 4. When (eat), one (have) to remember good manners. • 5. Even though the boy (hurt) himself while (play) with the knife yesterday, he (play) with it now. • 6. You can avoid punishment by (be) on time. • 7. By (listen) to the interview the journalists (have) with the president last week, we (learn) about his new ideas.

2. To Seem

● **Examples**

- a) Buying the bus **seems like** an unusual decision, and it was.

Acheter l'autobus semble être une décision exceptionnelle, et c'en était une.

- b) It **seemed like** a daydream.

● **Examples of Other Expressions with Seem**

- c) Their business **seems to** be succeeding.

Leur commerce semble réussir.

- d) It **seems that** they are making money.

Il semble qu'ils gagnent de l'argent.

- e) They **seemed** happy when they bought the bus.

Elles avaient l'air contentes quand elles ont acheté l'autobus.

Exercise 10-11 Choosing the Best Expression

Replace each (X) with one word. Use the expressions **seem**, **seem like**, **seem that** or **seem to**. Put the verb in the best tense.

● Examples

a) He (X) upset when he came in.

He **seemed** upset when he came in.

b) It (X) (X) we will have to leave tomorrow.

It **seems that** we will have to leave tomorrow.

1. The millet (X) (X) be growing quickly this season. • 2. After the president's speech, everyone clapped and he (X) very happy. • 3. Being a doctor (X) (X) an interesting job. • 4. It (X) (X) the bus will bring in a lot of money. • 5. The children (X) excited to be going to the fair today. • 6. The world can (X) (X) a frightening place to a small child. • 7. Every evening during Ramadan, people (X) (X) eat a lot. • 8. The Niger river does not (X) very deep. • 9. It (X) (X) a person must be very rich to buy a rug from Mecca. • 10. At noon, it (X) (X) a long way from school to my house, but it is only one kilometer. • 11. After walking 20 kilometers, the women (X) exhausted. • 12. Nowadays, old ideas (X) (X) be slowly changing.

Exercise 10-12 Translating French into English

1. Allons au cinéma. Non, je préférerais voir le match de football. • 2. Qu'as-tu fait avant de faire ton exercice hier ? J'ai dormi. • 3. Il est plus grand que son frère, mais plus mince que sa soeur. • 4. Son enfance était pleine de joie, n'est-ce pas ? • 5. Il semble que les gens ne mangent pas de viande ici. • 6. Il est parti à une soirée après avoir lu un bon livre hier. • 7. Construire beaucoup de maisons est un bon investissement. • 8. Il a tellement de bons livres de math qu'il ne sait pas lequel étudier. • 9. Il y a deux jours que je n'ai pas vu Ali. • 10. Il y a quelques morceaux de viande au fond de la marmite.

▶ LISTENING COMPREHENSION

Exercise 10-13 Answering Questions

Choose (a), (b), (c), or (d) to complete the sentences or answer the questions.
Do not write in this book.

1. You can start a project only if you are (X).
 - a) rich and powerful
 - b) a woman in Kenya
 - c) full of energy, intelligent, and dedicated
 - d) a good football player
2. You can get the money for your project (X).
 - a) from the government
 - b) from your neighbors and a bank
 - c) by asking a marabout to help you
 - d) by holding up a bank
3. Which of the following could be a project?
 - a) attending school
 - b) becoming a doctor
 - c) building a mosque
 - d) breeding chickens or goats
4. Which of the following is not advice given by Mrs. Abdoulaye?
 - a) start many projects at the same time
 - b) choose a service that you need.
 - c) be sure you can get enough money
 - d) keep the project simple

WRITING

Complex Sentences

You have studied complex sentences with **when**, **while**, and **if**. Here are more complex sentences:

- a) **Although** the shop is not as profitable as the bus, it is a solid investment.
- b) The women bought shares **even though** their husbands complained.
- c) **Though** the bus cost 111,780 shillings, the women were able to buy it.
though = although = even though = *bien que*
- d) A woman could not be in the club **unless** she bought a share.
unless = *à moins que*
- e) The Mraru Woman's Group couldn't get a loan **until** all the shares were sold.
until = *jusqu'à ce que*
- f) They opened the shop **so that** they could make more money.
so that = *pour que*

Remember that these complex sentences can be written in two different ways.

- a) A woman could not be in the club **unless** she bought a share.
or
- b) **Unless** she bought a share, a woman could not be in the club.

! Notice the punctuation.

Exercise 10-14 Practicing Complex Sentences

Replace the (X) in each sentence with one of the words below.
You may repeat some of the words.

although	so that	even though
until	unless	though

Remember: although = though = even though

- **Example** (X) she was thin, she was very strong.
Even though she was thin, she was very strong.

1. We will go to the bus station today (X) we can get our tickets. • 2. (X) we arrived at the cinema 20 minutes early, we did not get a seat. • 3. Salifou and Sidi will be late for school (X) they hurry up. • 4. (X) he was facing the street, he did not see the five car accident. • 5. He waited (X) I arrived before he left. • 6. You shouldn't drive a car (X) you have attended driving school. • 7. He put his clothes outside (X) they would dry.

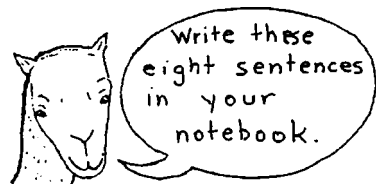
Writing Complex Sentences

Write complex sentences with the words given. Choose eight; do not do all twelve.

● Example

although / intelligent

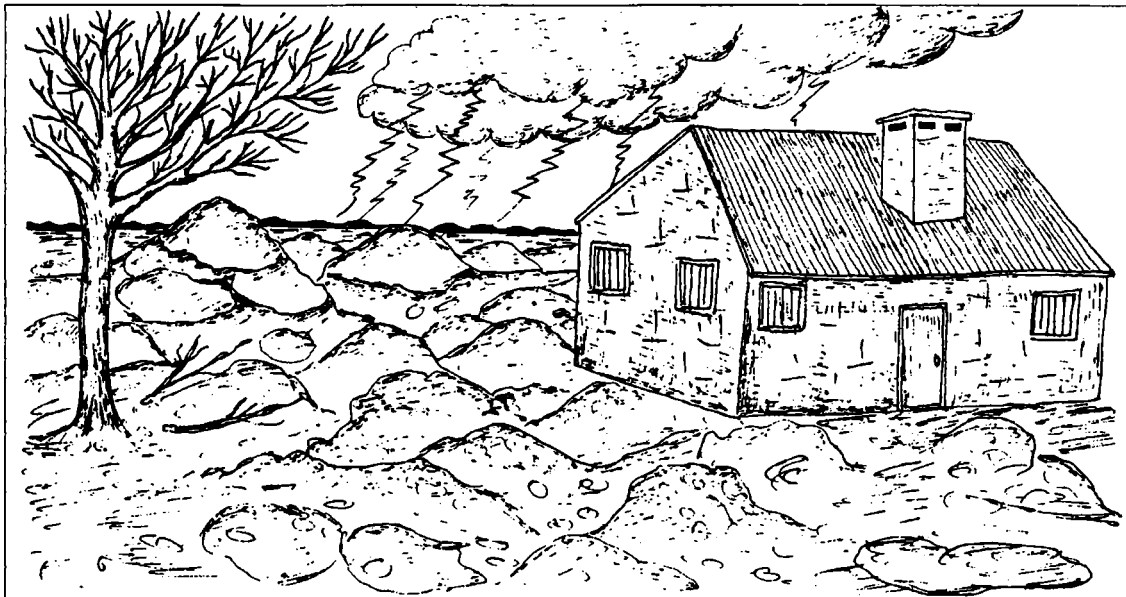
Although she is intelligent, she failed the test.



1. unless / study hard • 2. even though / rain • 3. until / have any money • 4. so that / travel
• 5. though / rich • 6. unless / eat well • 7. until / tell the truth • 8. although / ten years old • 9. so
that / go to Mecca • 10. until / arrive • 11. unless / married • 12. so that / succeed.

CHAPTER ELEVEN

The Ghost in the Window



The following story takes place in a house on the Yorkshire moors in England. A moor is a mysterious and lonely place. People often lose their way there, and many never return. Because of events like these, it is said that ghosts and monsters live on the moors.

I began to dream almost at once. I remembered I was lying in that room. I heard the crying of the wind. I also heard the branch of a tree repeatedly knocking against the window. I grew so tired of listening to it that I decided to silence it if possible. So I got up and tried to open the window. However, I found it impossible to open.

"I must stop that knocking!" I said, breaking the glass and reaching out for the branch. Instead of the branch my fingers closed on the fingers of a little ice-cold hand! A feeling of great horror came over me. I tried to pull my arm back, but the hand held on.

"Let me in! Let me in!" cried a very sad voice.

"Who are you?" I asked, still fighting to free myself.

"Catherine Linton," it replied. "I've come home; I'd lost my way on the moor!"

I knew the name Catherine Linton. She was the girl who used to live in this house. But she had been dead for twenty years.

As the ghost spoke, I could just see its childish face looking through the window. Terror made me cruel. I pulled its hand onto the broken glass. I then moved it backward and forwards till the blood ran down and wet the sheets. Still it cried, "Let me in!" and kept its strong hold. I was crazy with fear.

"How can I?" I said. "Let me go if you want me to let you in!"

The fingers let me go. I pulled my arm through the hole and quickly piled the books up against it.

"Go away!" I shouted. "I'll never let you in, not if you beg for twenty years."

"It's been twenty years," cried the voice. "Twenty years, I've been lost for twenty years!"

The knocking began again and the pile of books moved forward. I tried to jump up but I could not move. And so I screamed aloud, having been terribly frightened. A few moments later there was a noise outside my door.

"Is anyone there?" whispered Heathcliff's voice.

I sat up in bed just as Heathcliff came into the room. It seemed that the first sight of me hit him like an electric shock.

"It is only your visitor, sir," I called out, surprised at his cowardly behaviour. "I had a frightful dream, and unfortunately I screamed in my sleep. I'm sorry to trouble you."

"Who brought you to this room?" asked Heathcliff.

"Your servant did. I suppose she wanted to prove that the place does have ghosts. Well, it does — it's full of them!"

"Go back to sleep," he said. "But don't repeat that horrible noise. It sounded as if someone had been cutting your throat."

"If the little devil had got in at the window, she probably would have done that!" I replied. "That girl, Catherine Linton, she must have been a devil — evil little thing! She told me she had been walking the earth for twenty years. I don't doubt that it is the right punishment for her!"

Adapted from *Wuthering Heights* by Emily Brontë.
by Tim Hall O.U.P. © O.U.P Alpha Classic.

Exercise 11-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. Why is it said that there are ghosts and monsters on the moors? • 2. Why did the narrator want to open the window? • 3. Is Catherine Linton alive? • 4. Whose blood got on the sheets? • 5. Who made the noise outside the bedroom door? • 6. Was Heathcliff surprised to find the narrator in the room? How do you know? • 7. Who brought the narrator to the room? Why? • 8. Do you believe in ghosts? Why or why not? • 9. What would you do if a ghost knocked at your window?

Exercise 11-2 Writing Questions on the Text

Write questions for these answers.

1. Ghosts and monsters. • 2. The crying of the wind. • 3. A childish face. • 4. Terror did. • 5. His arm. • 6. Against the hole. • 7. For twenty years.



Write these sentences
in your notebook.

VOCABULARY

to beg	forward	to scream	the sight of
a devil	a pile	a sheet	still
evil	to pile		

Exercise 11-3**Practicing the New Vocabulary**

Replace each (X) using the words above.

1. Devils live in (X).
a) paradise b) Freetown c) England d) hell
2. At the market, women sell (X) in piles.
a) onions b) meat c) rice d) sandals
3. The opposite of evil is (X).
a) healthy b) ugly c) wealthy d) good
4. He is still smoking. In this sentence the word still shows that he (X) smoking.
a) has not stopped b) should not be c) was never d) was sometimes
5. A synonym for "to scream" is (X).
a) to shout b) to laugh c) to cry d) to whisper
6. If you beg a person, you (X).
a) borrow from him b) shout at him c) ask him very nicely d) ask him desperately
7. A sheet is put on a (X).
a) bed b) car c) hat d) cat
8. When you pile things up, you (X).
a) sleep on them b) put them on top of each other c) laugh at them d) move them around
9. To go forward, you must (X).
a) turn around b) go straight ahead c) sing d) go back
10. The sight of something is the same as its (X).
a) smell b) taste c) appearance d) feel

PRONUNCIATION**Practice with Stress****Exercise 11-4****Asking and Answering Questions with Stress**

Here are some questions and answers to practice in pairs.

Student 1 stresses any one word of the underlined words in the question.

Student 2 chooses the correct answers.

● Example

Student 1: Did that man steal your watch?

- Student 2: a) No, he **borrowed** it.
b) No, it was his **brother**.
c) No, it was my **ring**.

Student 1: Did that man steal your watch?

Student 2: No, he **borrowed** it.

1. Student 1: Did the teacher stare at you during math class?
Student 2: a) No, he **laughed** at me.
b) No, the **headmaster** did.
c) No, it was in **English** class.

2. Student 1: Are you still frightened by the monster under the bed?
 Student 2: a) No, by the big **snake**.
 b) No, my **sister** is.
 c) No, I'm not **anymore**.

3. Student 1: Should I wash my clothes before I go out?
 Student 2: a) No, you should wash the **dishes**.
 b) No, wash them when you **return**.
 c) No, you should **put** them **on**.

4. Student 1: Do your friends expect to meet you at the bank tomorrow?
 Student 2: a) No, they don't **know** I'm coming.
 b) No, at the **post office**.
 c) No, the day **after** tomorrow.

FUNCTION

Making Suggestions

Kader and Gadjé have to take a long trip through the bush. They are both afraid of meeting ghosts along the way.

- Kader: How can we protect ourselves from ghosts during our journey?
 Gadjé: Maybe we could travel only during the day.
 Kader: No, we can't do that. It would take too long. What about keeping our flashlight on all the time?
 Gadjé: But we don't have enough batteries. Why don't we get some charms before we leave?
 Kader: That's a good idea. Let's talk to Uncle Sidi.
 Gadjé: Okay. He'll know what to do. I feel much better.

- **Explanation** When making or offering a suggestion we often begin with the following phrases:

Why don't we...	I suggest...	What about + gerund
We could...	Let's...	

Exercise 11-5 Writing a Dialogue with Suggestions

Complete the dialogue between Aminata, Zeinabou, and Halima using suggestions.

Aminata, Zeinabou and Halima are walking to school. They find 10,000 cfa on the ground.

- Zeinabou: Look! 10,000 francs.
 Halima: What should we do with it?
 Aminata:



EXPANSION

1. Two-Word Verbs

Separable Two-Word Verbs

drive back (*rentrer, revenir en voiture*)

pull back (*retirer*)

pile up (*empiler*)

put out (*sortir*)

They **drove** the bus **back** to the village.

He **pulled** his arm **back** from the hole.

He **piled** some books **up** against the window.

After they **put** the food **out**, the guests were called in.

Non Separable Two-Word Verbs

stay on (*rester*)

start off (*se mettre en route*)

We used to **stay on** for hours after school.

That day, I **started off** on the endless road to school.

Exercise 11-6

Using Two-Word Verbs

Replace each (X) using the verbs from the list above.

You may repeat one verb.

1. At the end of the school year, all the students (X) their books (X) on the shelves. • 2. The travelers preferred not to leave at midday. They did not want to (X) (X) because it was too hot. • 3. When the meeting was over, some people (X) (X) to discuss other things. • 4. The hostesses (X) a lot of food and drinks (X) before the party started. • 5. The small boy (X) his hand (X) from the hot stove. • 6. The workers (X) the bags of millet (X) in the store. • 7. After we played the football match against Kano, we (X) the bus (X) to Niamey.

2. American vs. British English Spelling

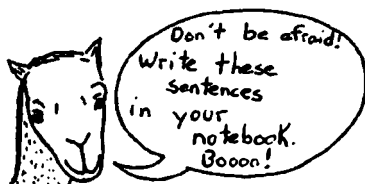
American English	British English
airplane	aeroplane
behavior	behaviour
centimeter	centimetre
honor	honour
neighbor	neighbour
realize	realise
theater	theatre

○ Explanation

It may interest you to know that some words are spelled differently in Britain and in the United States. You do **not** need to learn British spelling.

Write five sentences about ghosts as follows:

1. Write a sentence with a question mark (?).
2. Write a sentence with a comma (,).
3. Write a sentence with "the sight of".
4. Write two more sentences about ghosts.



GRAMMAR

1. Causatives and Related Structures: Make, Have, Let, and Help.

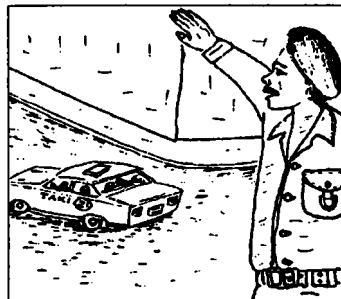
• Examples

- a) The ghost **made** the man scream.
or The ghost **caused** the man to scream.
Le fantôme a fait crier l'homme.



- b) The woman **will have** the tailor make her a dress.
or She **will cause** him to do it.
La femme se fera faire une robe par le tailleur.

- c) The policeman **let** the taxi driver go.
or He **permitted** him to go.
Le policier a laissé le chauffeur de taxi partir.



- d) Mariama is **going to help** Djamilla pound the corn.
Mariama va aider Djamilla à piler le maïs.

Subject 1	+	Verb	+	Subject 2	+	Simple form	(+Complement)
The ghost		made		the man		scream.	
The woman		will have		the tailor		make	her a dress.
The policeman		let		the taxi driver		go.	
Mariama		is going to help		Djamilla		pound	the corn.

- **Explanation**
1. In this structure, the second verb is always in the simple form.
Exception: With the verb **help**, the infinitive may be used.
Correct: Mariama is going to help Djamilla pound the corn.
Correct: Mariama is going to help Djamilla **to** pound the corn.
 2. In this structure, the verb **have** means **to cause**. It can be translated into French by *faire*.

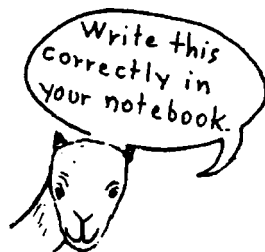
● **Example** The teacher has the students copy the exercises.
Le professeur fait copier les exercices aux élèves.

Exercise 11-8

Describing Situations

Study each picture. Then write a sentence describing the situation.

Be sure to use the correct tense in the first verb.



● Example

a) have



Abdou will have Mamadou wash and iron his shirt.

b) make



The thief made the man give him his money.

1. let



2. have



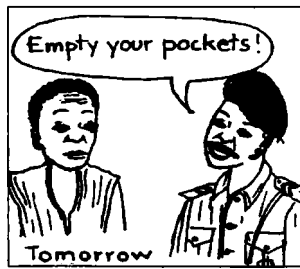
3. not let



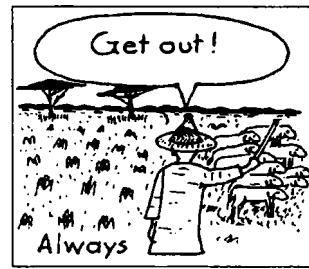
4. have



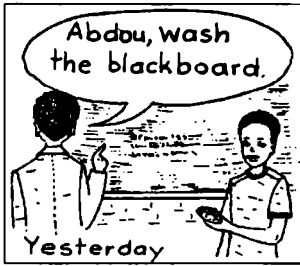
5. make



6. make



7. have



2. Participles Used as Adjectives

● Examples

The children are amusing their mother.

a) They are **amusing** children.

Ce sont des enfants amusants.

b) The mother is **amused** by her children.

La mère est amusée par ses enfants.



○ Explanation

In the first sentence the children are active. They are amusing their mother. The mother is **not** acting. (She is passive.) She is being amused by the children.

To describe an active thing we use an **active participial adjective**.

"Amusing", in sentence (a) is an **active participial adjective**.

To describe something that is not acting, or is passive, we use a passive participial adjective. "Amused" in sentence (b) is a **passive participial adjective**.

● Other Examples

c) The football game excited the spectators.

The game was **exciting**.

The **exciting** game was shown on TV.

The spectators were **excited**.

The **excited** spectators clapped and shouted.

d) The lesson confused the students.

It was a **confusing** lesson.

The **confusing** lesson was not explained in the book.

The students were **confused**.

The **confused** students asked many questions.

● Other Similar Verbs

Simple Form	Active Participle	Passive Participle
amuse	amusing	amused
annoy	annoying	annoyed
bore	boring	bored
entertain	entertaining	entertained
frighten	frightening	frightened
interest	interesting	interested
surprise	surprising	surprised
terrify	terrifying	terrified

Exercise 11-9 Asking and Answering Questions

Student 1 asks a question.

Student 2 responds using both the active and passive participial adjectives.

Student 1: Did the $\left\{ \begin{array}{l} \text{game} \\ \text{lesson} \\ \text{movie} \\ \text{news} \\ \text{TV show} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{amuse} \\ \text{bore} \\ \text{entertain} \\ \text{excite} \\ \text{interest} \end{array} \right\}$ you?

Student 2: Yes, it did. It was ing. I was really d.

● Example

Student 1: Did the movie interest you?

Student 2: Yes, it did. It was interesting. I was really interested.

Exercise 11-10 Choosing the Correct Form

Put each verb in parentheses in the correct form.

● Example

Amina read an (interest) article last night. She was very (interest) in the author's opinion.

Amina read an **interesting** article last night. She was very **interested** in the author's opinion.

1. The man was (frighten). He saw a (frighten) face in the window. • 2. The teacher gave a (bore) lesson. The students were (bore) by it. • 3. Running a shop is sometimes (confuse). The young merchant was (confuse). • 4. Balloons are very (amuse). • 5. The demon was so (frighten) that the man screamed. • 6. The teacher was (annoy) by the impolite students. They were (annoy). • 7. Because the teacher's jokes were not (amuse), the students were not (amuse). • 8. Fati's English was (confuse) because of her accent. • 9. The book was very (interest). The students were not (bore) by it. • 10. An (entertain) movie is better than a (bore) one. • 11. The author wrote an (amuse) story. • 12. The women of Mraru were (excite) by their new investment.

Exercise 11-11 Translating French into English

1. La bombe "A" a explosé sur Hiroshima le 6 août 1945. (Une bombe "A" = An atomic bomb)
• 2. L'enfant a laissé les animaux traverser le champ de mil. • 3. La coopérative de l'école a ouvert un compte d'épargne. • 4. Je regrette d'avoir perdu mon mouchoir. (I wish...) • 5. Le professeur de mathématique nous a fait venir à l'école le dimanche matin. • 6. La banque va m'accorder un prêt de 3.000.000 francs. • 7. Il pria son père de lui donner un peu d'argent. • 8. Moussa est de la même taille que Fati. • 9. Voudrais-tu aider Abdoul Fatah à faire cet exercice ? • 10. C'était une histoire intéressante. Les enfants s'y intéressaient.

WRITING

A Deductive Paragraph

In most cities in the Sahel, you can find two kinds of doctors: traditional doctors and Western-educated doctors. Some people go to traditional doctors; others go to Western-educated doctors.

Exercise 11-12 Writing About People's Preferences

Follow the steps below.

- Step One:** Discuss your preferences. Which kind of doctor do you go to?
- Step Two:** Discuss why some people go to traditional doctors. Give as many reasons as you can.
- Step Three:** Discuss why some people prefer Western-educated doctors. Give as many reasons as you can.
- Step Four:** Choose one kind of doctor. Do not write about both!
- Step Five:** Write a paragraph. In it, give three reasons why people prefer one kind of doctor or the other. Your paragraph must be at least seven sentences long.

Why Some People Go to { Traditional } Doctors
 { Western Educated }

There are three reasons why
 . First,

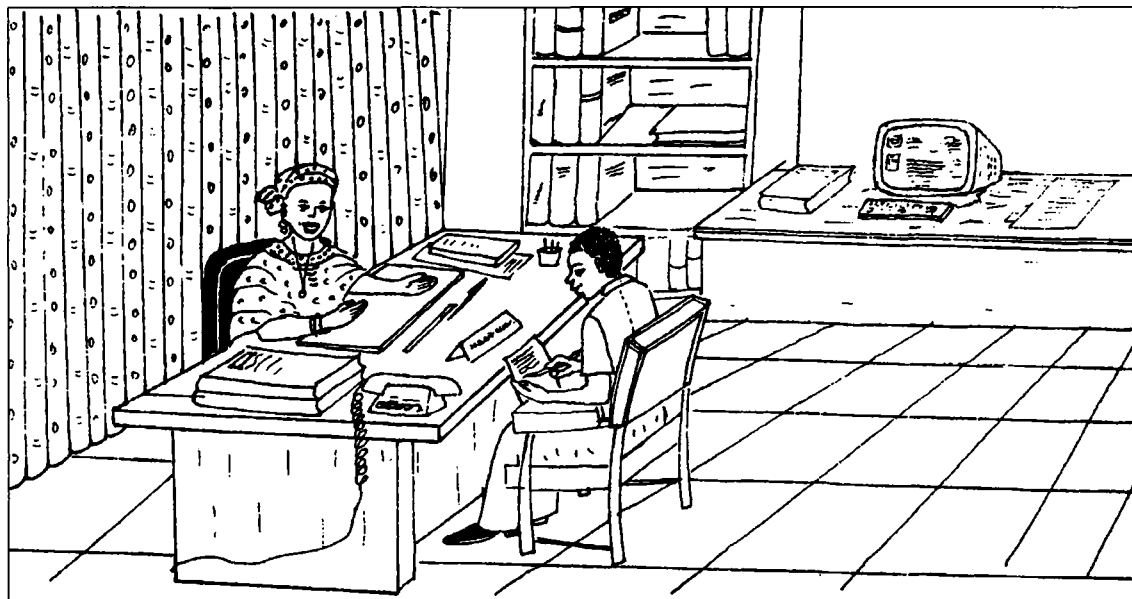
Second,

 . Finally,



CHAPTER TWELVE

Food Drying



Djibo Nassirou, a third-year middle school student, decided that he wanted to start a food-drying project at his school. The director suggested that he go to the Food and Agriculture Organization (FAO) to ask for information about drying food. On November 16, he interviewed Miss Aichatou Issaka who works with food-drying projects at FAO.

Interview

Djibo: Miss Issaka, why is food drying useful?

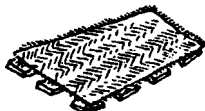
Aichatou: It's an excellent way to preserve food. It's cheap and it's easy! Also, dried food provides good, quick nutrition for busy people.

Djibo: If we want to start a food-drying project at our school, what materials do we need before we can begin?

Aichatou: For a simple food drier you will need to begin with mud bricks. Place these on the ground in a rectangle and put several in the middle.



After you've done that, put a new mat on top of the bricks. Then, cover the mat with a clean piece of cloth, and put bricks around the edges.



Next, slice your foods and put them on the cloth. Finally, spread a piece of mosquito netting over the bricks and put the ends of the netting under the bricks so that insects cannot get in. It is very important to remember to keep your materials clean and to protect the food from insects.

Djibo: Then what?

- Aichatou: After about one day, turn each piece of food over. Some foods take longer than others to dry, and during the rainy season all foods may take a little longer. Generally, dried foods should be crispy, but often fruits won't be as crispy as vegetables.
- Djibo: Can we dry foods anywhere?
- Aichatou: Well, you'll have to find an area where the temperature is between 35° and 43° to preserve the foods with all of their vitamins. Also, circulation of warm air is very important for drying food.
- Djibo: So, after we've done all of that, we can eat the food, just like that?
- Aichatou: Sure! Most dried foods are great eaten "just like that". But you'll probably have more than you can eat. So it's a good idea to store some for future use.
- Djibo: How do we do that?
- Aichatou: Carefully. Correct storage is very important because it prevents rotting. Once the food finishes drying, you have to keep moisture, air, light, and insects out. Wrapping the food in paper is a good start because the paper keeps light out. Then put the food into a well closed container. Carefully wrapped and stored food will remain good for several months.
- Djibo: Can we store everything in one container?
- Aichatou: It's best to store small amounts of everything separately. This prevents contamination of large amounts of food if some of it begins to rot.
- Djibo: Okay, now we know why and how to dry foods. How about giving us some ideas about what to dry?
- Aichatou: Almost anything can be dried. Fruit makes delicious, quick energy food; meat and fish are good anytime, vegetables can be put in soups and sauces or may be pounded and used for seasoning. Do you want some examples?
- Djibo: That would be great!
- Aichatou: Let's see... Some fruits you can dry are mangoes, coconuts, bananas and pineapples. Vegetables like peppers, onions, garlic, squash and green leaves are generally quite easy to dry. Potatoes and tomatoes are among my favorites. All you have to do is slice them about one centimeter thick and put them on the cloth to dry. See, it's simple!
- Djibo: It sounds simple... and delicious! Thank you very much for your time and help. I'm sure our project will be a success!

Adapted from *Dry It! - You'll Like It* by Gen MacManiman.
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 Fall City, Washington 98024
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Exercise 12-1 Answering Questions on the Text

Answer each question using a complete sentence.



Write this correctly in your notebook.

1. What did Djibo Nassirou want to start? • 2. Why is Miss Issaka a good person to talk to about food drying? • 3. What materials do you need to start a food-drying project? • 4. What sort of area is needed to dry foods? • 5. Why is it important to store foods correctly? • 6. What kinds of foods can be dried? • 7. What do you think are some of the benefits of drying food? • 8. What foods do people dry in your village or neighborhood? • 9. What do you think you could use as a container to store your dried foods?

Exercise 12-2 Writing Questions on the Text

Write questions for these answers.



This exercise too is written

1. To ask for information about drying food. • 2. To protect the food from insects. • 3. You should store some. • 4. So that it will remain good for several months. • 5. To prevent contamination of large amounts of food. • 6. One centimeter. • 7. Almost any kind of fruit, meat, fish, or vegetable.

VOCABULARY

an amount	middle	quite	to wrap
a container	moisture	to slice	food-drying
crispy	mud	to store	

Exercise 12-3 Practicing the New Vocabulary

Replace each (X) using the words above.

- Oumarou had to change his clothes before the party because he (X) the mud.
a) drank b) fell into c) cooked d) sat on
- Taouasa put the beans (X) to get the moisture out.
a) in water b) in a pounder c) in the sauce d) outside in the sun
- Boubé put the (X) into a container.
a) house b) dog c) dried tomatoes d) chair
- Gabey caught a (X) amount of fish.
a) boring b) pretty c) valuable d) large
- The students became quite (X) when the teacher entered the classroom.
a) attentive b) quickly c) just d) only
- Zali wrapped the bean cakes in (X).
a) a tomato sauce b) oil c) paper d) sugar
- While preparing dinner, Mariama sliced the (X).
a) onions b) salt c) plates d) spoons
- Adamou (X) the bananas so that he could store them until May.
a) cooked b) dried c) fried d) ate
- The (X) were so crispy that they broke easily.
a) tables b) leaves c) radios d) dried potatoes
- The teacher moved Amina to the middle of the classroom because she was always (X).
a) singing b) playing basketball c) looking out the window d) swimming

PRONUNCIATION

Third Person Singular Verbs in the Present Tense

1. /s/	2. /z/	3. /iz/
I prevent - he prevents	I begin - he begins	I finish - he finishes
I keep - he keeps	I go - he goes	I teach - he teaches
I work - he works	I know - he knows	I brush - he brushes
I think - he thinks	I pile - he piles	I reach - he reaches
		I pass - he passes

Special Cases

I do - he does

I have - he has

Exercise 12-4 Practicing Third Person Singular Verbs

Change the following sentences as in the example. Pay attention to the pronunciation of the third person singular verb and to pronouns and possessives.

- **Example** They keep their books covered all year.
He **keeps his** books covered all year.

1. They know the answers. • 2. They wash their hands after they finish eating. • 3. Do they read every day? • 4. They prevent the flies from getting near the food. • 5. They open the door and sit on the bench. • 6. They teach many subjects. • 7. They work hard but have only a little money. • 8. They pile mangoes on the tray. • 9. When they have a test, they study hard. • 10. When they reach their house, they have dinner. • 11. They brush their teeth every day. • 12. They begin a new enterprise every year.

EXPANSION

Useful Phrases

as if (*comme si*)

It sounded **as if** someone had been cutting* your throat.

It is said that (*On dit que*)

Because of events like these, **it is said that** ghosts and monsters live on the moor.

I doubt that (*Je doute que*)

I don't **doubt that** it is the right punishment for her.

Go back to sleep (*Rendors-toi*)

"Go back to sleep," he said.

How about + gerund (*Et si on + imparfait*)

How about giving us some suggestions?

*After "as if", we use an unreal verb.

Exercise 12-5 Practicing the New Phrases

Replace each (X) using the phrases above. You may repeat some expressions.

1. (X) helping us carry this table? • 2. He looked (X) he had seen a ghost. • 3. When Djamilla woke up from a bad dream, her mother told her to think about nice things and to (X). • 4. Because of her success against the colonizers, (X) Sarraounia Mangou had magical powers. • 5. (X) doing me a favor? • 6. It feels (X) it were going to rain. • 7 (X) you will be able to run 130 kilometers.

Exercise 12-6 Writing Sentences

Write five complex sentences. In each, use one of these words or phrases: although, even though, until, unless, and so that.

**GRAMMAR****Review of Conditionals and Relative Clauses****Exercise 12-7 Reviewing Unreal Past Conditionals**

Follow the steps below.

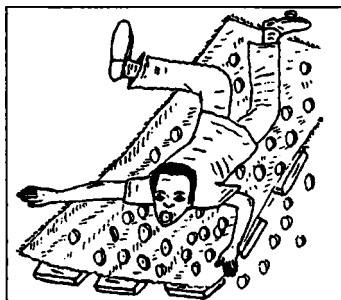


Write the answers for this exercise in your notebook.

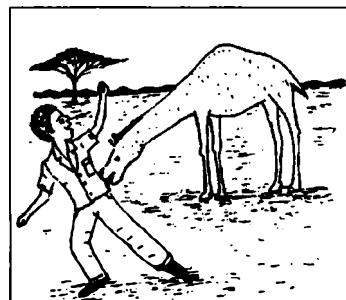
Step One: Read the story.

Salif's Terrible Day

1. Salif had a very bad day yesterday. First, he went to his garden. There he found that the goats had eaten his plants because he had forgotten to put fencing around them.



2. Then he went to check on the bananas he was drying. As he leaned over to look at them, he lost his balance and fell down on the mat.

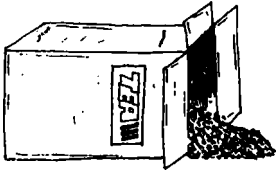


3. He was so upset that he decided to forget about the bananas and go to the market. But there, he had even more trouble. He walked too close to a camel, and it bit him.



4. Later, he bought some sugar, but the bag had a hole in it. When he got home, he had only a handful of sugar left. When he realized that most of the sugar had fallen out on the ground, he sent his brother to the market to buy some more.

5. Salif then decided to make tea. But while he was fanning the coals, a coal fell on his foot and burned him.



6. Unfortunately, when he jumped up to get the coal off his foot, he hit the box of tea, and it all fell on the ground.

7. Since it was getting dark, he reached for his kerosene lamp — but it was empty. Because he was tired, he spilled the kerosene on the floor when he tried to fill the lamp.



8. Then, when he tried to light the match, he was not paying attention and he burned his finger. Salif decided that he would go back to sleep and see if the next day would be any better.

Step Two: The pictures show eight problems Salif had. Write one conditional sentence about each one. The first one is done for you in the example.

● **Example from picture one**

If Salif had not forgotten to put fencing around his garden, the goats would not have eaten his plants.

Exercise 12-8

Adding Relative Clauses to Sentences

Choose a relative clause from Column B to add to each sentence in Column A. The resulting sentence will be true according to the stories and articles you have read in this book. Do not repeat any relative clause. The first two are done for you as examples.



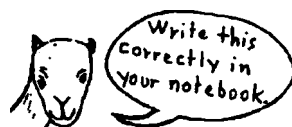
● **Examples**

- The students who started the FEC made enough money to pay back City Hall.
- The children who cleared the table had very good manners.

! The relative clause may go anywhere in the sentence.

Column A	Column B
1. The students made enough money to pay back City Hall.	a) who had been invited to dinner
2. The children had very good manners.	b) who had worked in the mines
3. The gazelle helped the man.	c) he had tricked by not praying
4. The sheets were sold at the fair.	d) which had been in the cage
5. The black men did not make much money.	e) who started the FEC
6. People can hurt their families badly.	f) who were said to be in the woods
7. The angel sent him to Hell.	g) who bought the bus
8. Booker was afraid he would be caught by the soldiers.	h) whose ghost was on the moor
9. One country has developed a "one couple, one child" policy.	i) who cleared the table
10. The boy went away to school in Sagres	j) whose mother ran a shop
11. The man was the children's uncle.	k) the third-year middle school student had
12. The women needed insurance.	l) who drink too much alcohol
13. Catherine Linton was the girl.	m) whose population is too large
14. The idea was to start a food-drying project.	n) the Sewing Project members had made

Exercise 12-9 Translating French into English



1. Ils ont fait rouler la voiture en avant et en arrière pour la sortir du trou. • 2. Il est tombé sur le divan. • 3. Le pauvre sollicitait de l'argent. • 4. Je regrette de ne pas avoir été à l'école quand j'étais plus jeune. (I wish...) • 5. Je regrette de ne pas pouvoir aller à la Mecque. (I wish...) • 6. Si j'avais su que tu venais, je serais allé à l'aéroport. • 7. J'aurais beaucoup plus étudié si j'avais su que cet examen serait si difficile. • 8. Si j'étais à votre place, je ne ferais pas cela. • 9. Je suis tellement rassasié que je ne peux plus manger. • 10. Si j'avais connu son adresse, je lui aurais envoyé une lettre.

▶ LISTENING COMPREHENSION

Exercise 12-10 Answering Questions

Choose the best answer in each item. Do not write in this book!

- This solution will help someone who
 - is very hungry.
 - is sick because his body has lost too much water.
 - has malaria.
 - smokes too many cigarettes.
- Which of the following is not given as a cause for losing water ?
 - diarrhea
 - vomiting
 - heat
 - running

3. What do you use to make the solution?
 - a) Two cubes of sugar, eight pinches of salt, and one liter of water.
 - b) Two pinches of salt, one liter of water, and eight cubes of sugar.
 - c) Eight liters of water, two pinches of salt, and eight cubes of sugar.
 - d) Eight cubes of sugar, one pinch of salt, and two liters of water
4. Which one of the following would be the best title for this?
 - a) Why People Need Water
 - b) Salt and Sugar: Essential for Life
 - c) How to Make Life-Saving Solution
 - d) What To Feed All Sick People

▶ WRITING

Writing Technical Directions

In many jobs, it is very important for people to be able to write clear, step-by-step directions. You can imagine, for example, how important directions are in a factory where complicated machines must be assembled.

Here is a simple step-by-step procedure for how to prepare a garden.

How to Prepare a Garden

1. Choose a small piece of land with good soil in the sun.
2. Break the ground with a hoe, and take out the big rocks.
3. Spread manure in the garden.
4. With the hoe, mix the manure into the soil.
5. Water the soil.
6. Wait a few days.
7. Mix the ground with the hoe again.
8. Plant the seeds.
9. Put a fence around the garden to keep the animals out.
10. Water the garden every day.

Exercise 12-11 Writing Technical Directions

Follow the steps below.

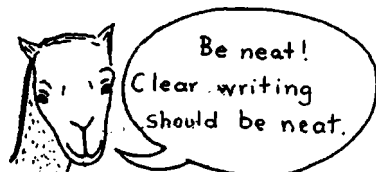
Step One: Study the section of the interview with Aichatou from "For a simple food -drier..." to "...very important for drying food."

Step Two: Write out the 12 steps necessary to dry foods. Use the words given below to help you. You'll have to find the words for steps 4 and 7.

- ! 1. Number the steps. 2. Use imperative verbs.

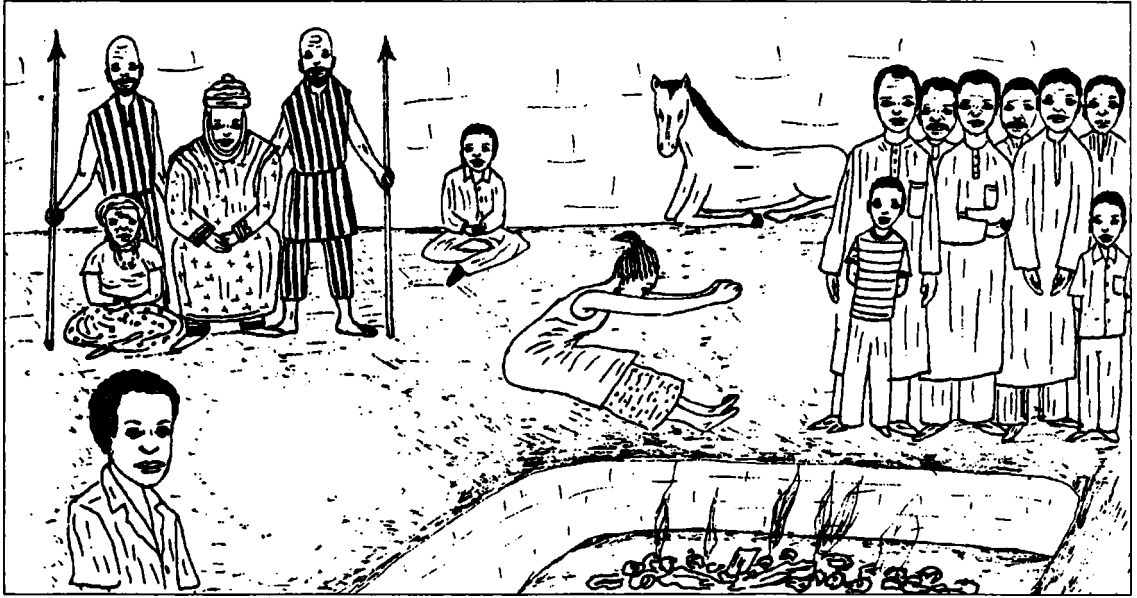
The first and the last sentences have been done for you.

1. temperature : *Find an area where the temperature is between 35° and 43°.*
2. rectangle 3. mat 4. ??
5. edges 6. slice 7. ??
8. netting 9. ends 10. wait
11. turn
12. dry : *Repeat steps ten and eleven until the foods are dry*



CHAPTER THIRTEEN

The Daughter Who Avenged Her Father's Death



Once upon a time there was a warlike king who had a brave and intelligent horse. One day the king was killed in battle. This king's only child was a daughter named Gambo.

One day Gambo went to visit her father's horse and told him, "I want to go to the place where my father was killed and take revenge."

The horse said, "Be patient, you are not ready yet."

Several days later Gambo returned and said, "I have come so that we may avenge my father's death."

Once again the horse refused. Many times, Gambo visited the horse. Finally, the horse said, "Tomorrow we will go to avenge your father's death. You must, however, disguise yourself as a man." Gambo agreed.

When Gambo told her mother what she was going to do, her mother replied, "What? What makes you think that you, a girl, can avenge your father's death?"

"Mother, I have decided, and I am leaving tomorrow."

Early the next morning, Gambo disguised herself as a man and mounted her father's horse. That afternoon, they arrived at the king's palace in the town where her father had been killed. Gambo greeted the people. Someone asked her, "Why have you come?"

She said, "My father, a great king, was killed here. I have come to take revenge!"

An old woman approached the king and said, "Long live the king! You cannot fight this person. She is a girl in disguise!"

The king replied, "Tomorrow we shall see."

Before going to bed, the king announced that a competition would be held the next day. All the men in the town would have to participate. He told them that they would have to jump over a large hole without any clothes on. Hearing this, Gambo was afraid. She did not want to be discovered.

But the horse said, "Don't worry. I will cast a spell on the townspeople, and everybody will think you are a man. Take off your clothes in front of the king and jump like the others."

The next morning all the young men of the village assembled. In turn they took their clothes off and jumped. When it was Gambo's turn, she took her clothes off. Everyone, including the king, thought she was a man. Gambo jumped and easily reached the other side.

Once again the old woman said, "Your Majesty, please listen. You cannot fight this person. She is a girl, I tell you!"

The king announced another jumping competition. The hole would be dug even wider, and at the bottom, a tremendous fire would be built.

The night before the competition the horse told Gambo, "You will succeed. Before jumping, however, you must tell the king that his own son must also jump." The next day Gambo told the king, "I will jump, but your oldest son must also jump." The king agreed.

Gambo ran toward the hole, jumped over the flames, and landed on the other side. "Now it is your son's turn," Gambo told the king. The prince ran and jumped. When the king saw that his son was not going to reach the other side of the hole, he tried to save him. But he lost his balance, and the two of them fell into the hole and died.

Seeing that their king had been defeated, the people wanted to make Gambo their new king. She removed her disguise. When they saw that she was a girl, they made her their queen.

Hausa Story

Exercise 13-1 Answering Questions on the Text

Answer each question using a complete sentence.

1. How did the girl's father die? • 2. Why did the girl visit her father's horse? • 3. Was the horse an ordinary one? Why or why not? • 4. When did they arrive at the king's palace? • 5. What did the old woman tell the king? • 6. Why did the king hold a jumping competition? • 7. What did the horse do to the townspeople before the competition? • 8. Do you believe it is possible to cast a spell on someone? • 9. How was the second competition different from the first? • 10. What happened to the king's son when he tried to jump over the hole in the second competition? • 11. How did the king die? • 12. What do you think this story teaches us?

Exercise 13-2 Writing Questions on the Text

Write questions for these answers.

1. "Be patient, you are not ready yet." • 2. To the king's palace. • 3. An old woman. • 4. A tremendous fire. • 5. He lost his balance. • 6. Both died in the fire. • 7. They made her their queen.



Write the answers
for this exercise
in your notebook.

VOCABULARY

to avenge a battle	to cast a spell on (cast, cast) to defeat	to disguise tremendous	without
-----------------------	--	---------------------------	---------

Exercise 13-3 Practicing the New Vocabulary

Replace each (X) using the words above. Use the correct form of the word.

- **Example** The teacher was angry at Kassoum because he came to school (X)
his books.
The teacher was angry at Kassoum because he came to school **without**
his books.

1. Idi was happy because his team (X) their opponents. • 2. The soldier went to fight in a (X).
• 3. Last year the witch (X) Fati because she was jealous of her. • 4. Last week a thief (X)
himself as an old woman. • 5. Abdou wanted to (X) the death of his brother. • 6. When the
bomb hit the ground there was a (X) explosion.

PRONUNCIATION

The Two "th" Sounds

- | | |
|----------|----------|
| 1. Thank | 2. These |
| thumb | than |
| three | they |
| thorn | those |
| throw | there |
| think | them |
| thatched | that |
| through | this |

Exercise 13-4 Pronouncing the Two "th" Sounds

Read these sentences out loud paying special attention to the **th** sounds.

1. This thatched house is old. (thatched = *de chaume*) • 2. Look at that! • 3. I stepped on a thorn.
• 4. Throw the ball to me. • 5. Don't let them hurt you. • 6. The bad student entered the class
through the window. • 7. Those mangoes are good. • 8. Each hand has a thumb. • 9. Let's think
about that. • 10. He is hungrier than they. • 11. He has three homes. • 12. There have been hotter
days than this.

Reviewing Functions

I agree	Thank you	What (a) beautiful
I'm afraid	I'd rather	Had better
I'm sorry	No way	You're welcome

Exercise 13-5

Reviewing Functions

Replace the (X) with an appropriate function from the list above.
Some expressions may be used more than once.

● Example

Halima: Do you want to go dancing tonight?
Hadiza: No, (X) go to the cinema.
Halima: Do you want to go dancing tonight?
Hadiza: No, **I'd rather** go to the cinema.

- Ali: We have an exam on Monday morning. I think we should study.

Abdou: Yes, (X). But (X) go to the football game.

Ali: (X)! We have to study.
- Fati has just given Hadiza new earrings.

Hadiza: (X) earrings! (X) very much.

Fati: (X).
- Harouna lent Issa his bicycle. Issa broke it.

Issa: (X) I broke your bicycle.

Harouna: Then you (X) get it fixed.

Issa: It wasn't my fault. A dog ran into the road, and I hit it.

Harouna: Yes, (X) that it wasn't your fault. But it is your responsibility to pay for the repairs!
- Idi: My house is very old. (X) that it will be destroyed by the next storm.

Moutari: Well, we (X) repair it soon.
- Halima and Hassana go into a fabric shop.

Halima: Look! (X) blue cloth!

Hassana: (X). But (X) buy the green one over there.

EXPANSION

Word Families

Noun	Verb	Adjective	Antonym	Adverb
competition	to compete	competitive	noncompetitive	competitively
coward	to cower	cowardly	brave	—
decision	to decide	decisive	indecisive	decisively
fright	to frighten	frightened	—	—
patience	—	patient	impatient	patiently

Exercise 13-6 Choosing the Correct Form

Rewrite the sentence using the correct form of the word in parentheses.

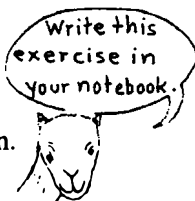
- **Example** The (fright) boy began to cry.
The **frightened** boy began to cry.

1. In the Olympics, it is important (competition) fairly. • 2. Ali was (fright) by the lion.
• 3. Abdou's team won the match (decisive). • 4. If you have to wait for a long time, you must be (patiently). • 5. Because he ran away from the fight, Kanta's friends said he was a (cowardly). • 6. Fati was (decisively); she couldn't choose who she would marry. • 7. Sani wanted to go to the wrestling (compete).

Exercise 13-7 Writing Sentences

In each item, write a sentence following the indications given.
Do not copy from the text.

1. A sentence with "in battle". • 2. A sentence with "to take revenge". • 3. A sentence with "wider than". • 4. A sentence with "son and daughter". • 5. A sentence with "don't worry".

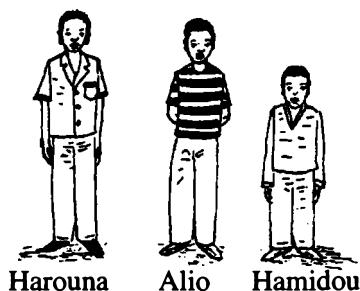
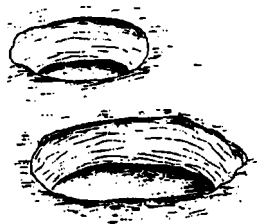


GRAMMAR

Degrees of Comparison

Examples with Adjectives

- a) The second hole was **far wider than** the first one.
Le deuxième trou était de loin plus grand que le premier.



Harouna

Alio

Hamidou

- b) Alio is a **little taller than** Hamidou.
Alio est un peu plus grand que Hamidou.
- c) Harouna is a **lot taller than** Hamidou.
Harouna est beaucoup plus grand que Hamidou.

Examples with Non - Count Nouns

d) Harouna has { a little / a lot } more money than Fati.

Harouna a { un peu / beaucoup } plus d'argent que Fati.

Examples with Count Nouns

e) Harouna has { a few / a lot } more books than Hamidou.

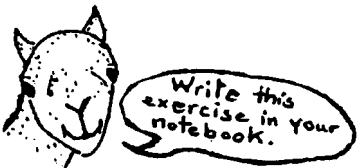
Harouna a { un peu / beaucoup } plus de livres que Hamidou.

Examples with Ratios

f) The second hole was { twice / three times / four times / etc. } as big as the first.

Le deuxième trou est deux fois plus grand que le premier.

Exercise 13-8 **Understanding Comparative Expressions**
Study the table below. Listen to the questions that your teacher asks.
Write down a short answer for each question.

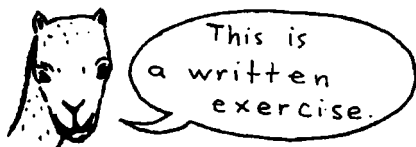


Some People in a Town	Height	Savings Account (cfa)	Size of Family	Weight
Mr. Attakurma	115 cm	5,000,000	2 children	55 kg
El Hadj Sani	165 cm	12,000,000	4 children	75 kg
Mrs. Mariama	150 cm	4,000,000	9 children	110 kg
Mr. Morgan	180 cm	10,000,000	2 children	120 kg

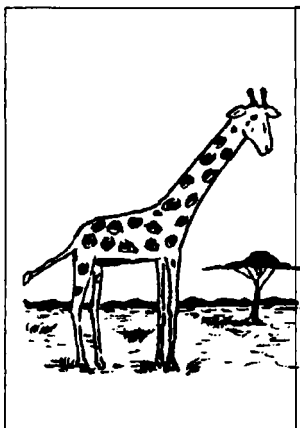
● **Example** Table A
Teacher: Who has twice as many children as Mr. Attakurma?
Student: El Hadj Sani has twice as many children as Mr. Attakurma.

Exercise 13-9**Comparing the Qualities of Various Animals**

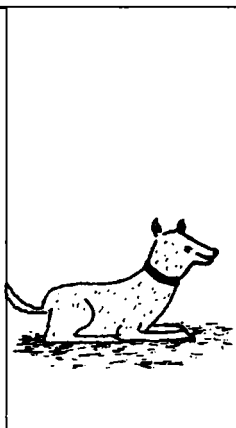
Write seven sentences comparing the animals above using degrees and ratios of comparison. Use the following adjectives: clever, long, big, heavy, fast, dangerous, important, slow, light, strong, weak, etc.

**• Example**

- a) A lion is a lot stronger than a monkey.
b) A giraffe is more than twice as big as a lion.



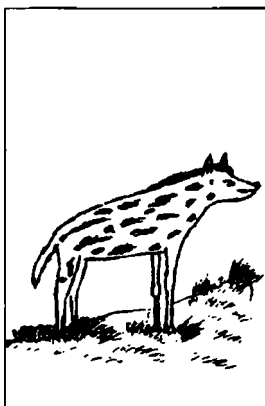
a giraffe



a dog



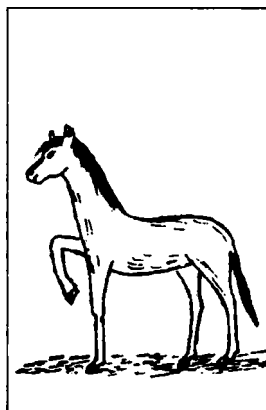
a lion



a hyena



a monkey



a horse

Exercise 13-10 Translating French into English

1. Ma nouvelle voiture est beaucoup plus chère que l'ancienne. • 2. L'enfant se mit à pleurer quand sa mère le laissa à la maison. • 3. Il a épousé une femme un peu plus âgée que lui. • 4. Il y a beaucoup de boue après la pluie. • 5. Abdoulaye est deux fois plus grand que son petit frère. • 6. Une sorcière et un diable sont mauvais. • 7. Le lâche soldat s'est caché pendant la bataille. • 8. La sorcière a jeté un sort à Fati il y a deux ans. • 9. Le voleur a volé une grosse somme d'argent. • 10. Haladou a été effrayé par un chien.

A Paragraph About an Admirable Person

Exercise 13-11 Writing a Paragraph About Someone You Admire

Write a paragraph about someone you admire.
Give three reasons why you admire this person.

Remember:

1. Write a general idea sentence in the beginning.
2. Use the words first, second and finally.
3. Do not write irrelevant sentences.
4. Write a total of between seven and ten sentences.

(general idea) First,
..... Second,
..... Finally,
.....



EXTRA! EXTRA!

The Learning Crop

One year our harvest was very poor. My parents said they did not have enough money to send both my brother, Nhamo, and me to school. This meant that I would have to stay home and work while Nhamo studied at school. I was very unhappy about this because I loved school and I was good at it.

"I will go to school again," I told my parents.

My father was angry, he thought that I expected¹ him to obtain the money somehow, perhaps² by working.

"I will earn the fees³," I told him. "If you will give me some seed, I will grow my own corn. Not much. Just enough for the fees."

My father was greatly tickled⁴ by this. "Can you tell your daughter, Ma'Shingayi, that there is no money. That's all."

My mother, of course, knew me better. "And did she ask for money?" she asked. "Listen to your child. She is asking for seed. That we can give. Let her try. Let her see for herself that some things cannot be done."

My father agreed. A little seed was not a large price to pay to keep me quiet. I began my project the next day, a day in December 1962.

"Why do you bother?"⁵ Nhamo asked, his eyes looking mean. "Don't you know I am the one who has to go to school?"

"But I want to go to school."

"Wanting won't help."

"Why not?"

He waited, then shrugged⁶. "It's the same everywhere. Because you are a girl." It was out. My feelings for my brother died.

When the cobs⁷ were ripe for eating, they began to disappear. "What did you expect?" Nhamo said. "Did you really think you could send yourself to school?"

The Sunday after my cobs began to be stolen I decided to go to church. I wanted to play like I used to. The girls were already playing when I arrived. "We think of you," said Nyari, who had been my best friend. "Especially when Nhamo gives us corn," she said with a sigh⁸. "They are fun to roast after class. I only wish you were here."

The blood prickled under my skin⁹. "Nhamo gave you corn?" I asked.

"Lots of times," Nyari said.

They told me I ran like a dog after a cat. I remember at one moment playing ,

(1) I expected him = je comptais sur lui

(2) perhaps = peut-être

(3) fees = frais de scolarité

(4) he was tickled = il était amusé

(5) Why do you bother? = De quoi te soucies-tu?

(6) he shrugged = il haussa les épaules

(7) cobs = épis de maïs

(8) a sigh = un soupir

(9) The blood... skin = Le sang me bouillait.

the next Nhamo and I rolling in the dirt of the football field, a group of excited children egging us on¹⁰. They said I went straight for my brother and brought him down in a single charge. Surprise was on my side. I sat on top of him, banged¹¹ his head into the ground, screamed and spat and cursed¹². Nhamo pushed me and I fell off him. He pinned me to the ground¹³, not hitting, only holding me there, the mean look was again in his eye. "What's the matter with you?" he asked. "Have you gone crazy?" The crowd laughed.

"Why talk?" a boy shouted. "Just hit. That's what they hear."

I spat and screamed and cursed some more, and kicked and got free. I charged again, trying this time to kill him, and instead found myself struggling at the end of an adult arm.

Mr. Matimba was very angry with everybody. "I am ashamed of you," he shouted above my screams, "of all of you. Nhamo, if you are going to fight your sister, who will look after her? The rest of you stand there clapping. What's wrong with you?"

"She started it," Nhamo said lazily, watchfully.

I screamed out my reasons. Tears of rage in my eyes.

"What corn is this?" asked Mr. Matimba. I told him the whole story.

"You should sell it green," he suggested. "It would get more money."

"But everybody has green corn to eat," I told him.

"But I was thinking" he answered, "that you should sell to the whites. They buy them for six-pence each."

(10) to egg someone on = inciter quelqu'un (à faire quelque chose)

(11) to bang = cogner

(12) to curse = injurier

(13) He pinned...ground = Il me cloua au sol.

I did not believe him. Nobody had that much money.

Smiling, Mr. Matimba said, "If you come to my house at eleven o'clock on Tuesday, I will take you into town. But make sure to ask your father for permission."

"Ma'Shingayi," he ordered my mother, "tell this child of yours she cannot go to town with that man."

"And why should I tell her that?" my mother asked. "The girl must have a chance to fail for herself. I have told her her efforts will come to nothing?"¹⁴ She won't listen to me. I am tired of telling her things." she whined¹⁵. "She must see for herself. If you forbid her to go, she will always think you prevented her from helping herself," she continued. "She will never forget it, never forgive you."

"Then let her go," he said.

When we got to town Mr. Matimba said, "Try to make your corn look appetizing. Take off the brown paper."

I did as I was told.

"Excuse me, Madam," Mr. Matimba said in English, in the softest voice I had ever heard him use, speaking to an old white woman who walked arm in arm with her husband. "We are selling green corn, very soft, very fresh, very sweet."

The old woman looked at me shaking her head. "Ts-ts-ts-ts!" she clicked. "Shocking, simply shocking,"¹⁶ said Doris. "I must say something, George." She turned to Mr. Matimba, "Is that your little girl?" Without waiting for an answer she continued. "Child labor. Slavery! That's what it is. And I'm sure you don't need to make the poor child work. You are clean enough, but look at the child, all rags¹⁷ and tears. She should be in school, learning and keeping out of trouble. Now don't tell me

(14) Her...nothing = Ses efforts seront vains.

(15) she whined = elle pleurnicha

(16) shocking = choquant

(17) rags = en haillons

there aren't any schools, young man, because I know the Governor is doing a lot for the natives. Speak up for yourself¹⁸," she ordered Mr. Matimba.

He did speak for himself. The woman darkened like a chameleon¹⁹. Money changed hands. She patted my head and called me a plucky piccaninny²⁰. Mr. Matimba was smiling, so I knew that everything was all right.

In the truck Mr. Matimba explained what had happened, how the woman had accused him of making me work instead of sending me to school and how he had told her my story. He had said that I was very clever, very hardworking, and was selling corn to raise my school fees. He showed me the money. Ten pounds. We never talked about that much money at home. I was holding it in my hands!

"It is a lot of money," Mr. Matimba agreed. "What will you do with it?"

"I will take it home and keep it, and then I will use it to pay my school fees, next year and the year after and the year after."

Mr. Matimba was doubtful²¹. "Money is a difficult thing to keep. I think you will give the money to the headmaster. He will give you a receipt, and then he will deduct²² your school fees from the money until it is finished."

My family did not believe me when I told them how much money I had with the headmaster.

"Lies won't get you to school," Nhamo mocked²³.

My father was angry. He went to see the headmaster, who confirmed my story.

"Then you have taken my money," my father told the headmaster. "Tambudzai is

my daughter, is she not? So isn't it my money?" This was a difficult problem for the headmaster, who was an honest man.

"I have not stolen your money," he said. "Your daughter's name is on the receipt. It is her money, not mine. The school is only keeping it for her."

Mr. Matimba was came in.

"He is the real thief," said my father. "He is the one who told my daughter to give the money to you."

"You forget," Mr. Matimba said to him, "that I was given the money by the white woman and it was given to me so that your daughter's fees could be paid. If you do not see this, it is a matter for the Sabhuku to settle."²⁴

"This is only ten pounds that we are arguing about," Mr. Matimba continued. One day, when Tambudzai has done well in her studies, she will earn more than ten pounds a month."

"She will meet a young man and I will have lost everything," growled²⁵ my father. But the receipt stayed in the headmaster's office.

I went back to school the following year, but I had to go back into Sub A. I was first that year and people said it was because I had been repeating, which might have been true. I was top of my class again the next year in Sub B. That time people said it was because I was older. My brother took particular pains to point this out to me²⁶, because in that year, when he was in Standard Three, he was only fourth. For all his nonchalance, I knew he was upset²⁷, so I told him that fourth was a very good place to have.

Adapted from *Nervous Conditions*
by Tsitsi Dangaremba, 1988, The Seal Press,
Seattle, Washington.

(18) *Speak... yourself* = *Défends-toi*.

(19) *She...chameleon* = *Elle s'assombrit comme un caméléon*.

(20) *plucky piccaninny* = *une négrillonne courageuse*

(21) *doubtful* = *hésitant*

(22) *deduct* = *déduire*

(23) *to mock* = *moquer*

(24) *It...settle* = *C'est une affaire qu'il revient au Sabhuku de régler*.

(25) *to growl* = *gronder*

(26) *to point out* = *attirer l'attention de*

(27) *upset* = *bouleversé*

1. Review of To and For

Exercise C-1

Reviewing To and For

Complete each sentence with the words **to Fati** or **for Fati**.

- **Examples**
 - a) The doctor prescribed some medicine.
The doctor prescribed some medicine **for Fati**.
 - b) Hamat sent a letter.
Hamat sent a letter **to Fati**.

1. She told a joke. • 2. Amadou built a house. • 3. The teacher changed the grade. • 4. Amina bought some eggs. • 5. Hassana spoke about her books. • 6. He saved some money. • 7. Abdoulaye introduced his girlfriend. • 8. She gave a new watch. • 9. They built a couch. • 10. Zaratou cooked a delicious meal. • 11. The trader sold some fabric. • 12. He paid 10,000 francs.

2. Review of Pronouns and Possessives

Pronouns for People

Nouns	Subject Pronouns	Object Pronouns
the woman	she	her
the man	he	him
the men/women	they	them
a man/woman	one	one
a tall woman/man	a tall one	a tall one
some men/women	some	some
some tall men/women	some tall ones	some tall ones

- **Examples**
 - a) The women see the boy. = **They** see **him**.
 - b) The man knows some intelligent students. = **He** knows some intelligent **ones**.

Pronouns for Things

Nouns	Subject Pronouns	Object Pronouns
the building	it	it
the buildings	they	them
a building	one	one
a tall building	a tall one	a tall one
some buildings	some	some
some tall buildings	some tall ones	some tall ones
some food (non-count)	some	some

● **Examples**c) There is a tall tree near the building. = There is a tall **one** near it.d) He had some food in the box. = He had **some** in it.**Possessives**

Complete Form	Possessive Adjective	Possessive Pronoun
the boy's book	his book	his
the girl's book	her book	hers
the boys' book / the girls' book	their book	theirs
	my book	mine
	your book	yours
the cover of the book	its cover	
the covers of the books	their covers	theirs

● **Examples**e) The boy's book is blue. **His** book is blue. The blue book is **his**.f) The girls' books are blue. **Their** books are blue. The blue books are **theirs**.**Exercise C-2****Examining Pronouns and Possessives**

Look at each underlined word and find the noun that it refers to.

● **Example**Amadou told his friends that they should bring their own drinks.**his** = Amadou**they** = friends**their** = friends

1. Amina said that her parents will give her a motorcycle if she passes her exam. But if she doesn't pass it, they will not give her one. • 2. Ousmane will buy a television when he wins the lottery. However if he doesn't win it, he cannot buy one. • 3. Dan-Dano did not agree with any of the letters in the newspaper, so he wrote one of his own and sent it to them. • 4. Biba cannot buy rice because she cannot find her purse. If she finds it, she can buy some.

Exercise C-3**Replacing Nouns with Pronouns and Possessives**

Replace the underlined words in the second sentence of each item with a pronoun or a possessive.

● **Examples**a) Kissimi is a good student. Kissimi always has Kissimi's pen with Kissimi in school.**He** always has **his** pen with **him** in school.b) Rakia and Abdul both have school bags. Rakia's school bag is green, and Abdul's school bag is blue.**Hers** is green and **his** is blue.

1. Kissimi helped his mother do her housework. Kissimi also helped his mother run the shop.
 • 2. I gave a ride to two school boys. There was a fat boy and a thin boy. • 3. There are a lot of buildings in this town. There are some big buildings and some small buildings. • 4. My brother left our country ten years ago. I have not received any letters from my brother for six years.
 • 5. Here are five different books. Which book would you like? • 6. There is a great variety of food in that shop. There is food for animals and food for people. • 7. I borrowed Fati's pens yesterday, I gave the pens back to Fati this morning.

3. Direct and Indirect Objects

Group 1: Verbs like Give

	Structure	Example
A.	i.o. d.o.	Muhammad gave his guest a good dinner . or
B.	d.o. to i.o.	Muhammad gave a good dinner to his guest .

○ Explanation

There are two correct structures with verbs like **give**:

Structure A: i.o. d.o.

Structure B: d.o. to i.o.

● Other Verbs Like Give

bring	mail	pay	sell	take	write
lend	offer	read	send	teach	

● Examples

a) She brings **fruit** to the **women** or she brings the **women fruit**.
d.o. i.o. d.o. i.o.

b) I will send a letter to Abdou or I will send Abdou a letter.

d.o. i.o. d.o. i.o

Group 2: Verbs like Speak

	Structure	Example
B.	d.o. to i.o.	The teacher always speaks English to the students.

○ Explanation

There is one correct structure with verbs like **speak**:

Structure B: d.o. to i.o.

● Other Verbs Like Speak

introduce say explain

● Examples

a) He will introduce **you** to the **director**.
d.o. i.o.

b) She said **hello to** the little **boy**.
d.o. i.o.

Group 3: Verbs like Ask

	Structure	Example
A.	i.o. d.o.	They are asking Ousmane a question .

○ Explanation

There is one correct structure with verbs like **ask**.

Structure A: i.o. d.o.

● Other Verbs Like Ask

tell	cost	save	charge
------	------	------	--------

● Examples

a) The bicycle cost **me** a lot of **money**.

i.o.

d.o.

b) The tailor charged **Maimouna** 1500 **francs**.

i.o.

d.o.

Group 4: Verbs like Cook

	Structure	Example
A.	i.o. d.o.	Allou cooked John a delicious dinner .
C.	d.o. for i.o.	Allou cooked a delicious dinner for John .

○ Explanation

There are two correct structures for verbs like **cook**.

Structure A: i.o. d.o.

Structure C: d.o. **for** i.o.

● Other Verbs Like Cook

build	buy	do	find	get	make
-------	-----	----	------	-----	------

● Examples

a) The El Hadji built a **house for** his **family** **or** the El Hadji built his **family** a **house**.

d.o.

i.o.

i.o.

d.o.

b) I will get a **chair for you** **or** I will get **you** a **chair**.

d.o.

i.o.

i.o.

d.o.

Group 5: Verbs like Open

	Structure	Example
C.	d.o. for i.o.	The boy opened the door for his father .

○ Explanation

There is one correct structure with verbs like **open**.

Structure C: d.o. **for** i.o.

● Other Verbs Like Open

change	close	fix	prescribe	repair
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● Examples

a) Please close the **window for me**.

d.o.

i.o.

b) She will repair the **bicycle for Saireh**.

d.o.

i.o.

Exercise C-4

Reviewing Direct and Indirect Objects

Answer each question using the word given in parentheses.
Your sentence should have both a direct and an indirect object.
Answer in two ways if the verb is in Group 1 or 4.

● Example

- a) What is the teacher going to explain to you? (the problem)
He's going to explain **the problem to me**.
(one possibility only)
- b) What has Aïssa given to Biba? (3 notebooks.)
Aïssa has given **three notebooks to Biba**.
or Aïssa has given **Biba three notebooks**.

1. What has Hamidou bought for his girlfriend? (a new dress) • 2. What did your grandmother give you? (a lovely pair of earrings) • 3. What did Amina explain to her cousin? (the Math homework) • 4. What language did he speak to his grandfather? (Hausa) • 5. What did he build for his parents? (a new house) • 6. What is the doctor going to prescribe for the sick child? (an injection) • 7. What did he lend his friend last week? (some money) • 8. What did that man sell Mariama's mother? (some nice cloth) • 9. What has the child's mother made for him? (a new suit) • 10. What does he usually charge his customers? (15,000 francs) • 11. What did he repair for his aunt? (her stove) • 12. What has he brought to his friends? (some kola nuts)

4. Review of Compound Nouns

Exercise C-5

Practicing Compound Nouns

Replace the (X)'s with compound nouns made from the underlined words.

● Example

- a) A tree that grows coconuts is a (X) (X).
A tree that grows coconuts is a **coconut tree**.
- b) A center where youths can enjoy themselves is a (X) (X).
A center where youths can enjoy themselves is a **youth center**.

1. A person who fights a fire is a (X) (X). • 2. A man that drives a truck is a (X) (X). • 3. The lights that direct the traffic are (X) (X). • 4. A boy who speaks Hausa is a (X) (X). • 5. A room for sitting is a (X) (X). • 6. Rugs that people use for prayers are (X) (X). • 7. Officials who work for the government are (X) (X). • 8. The juice you get from squeezing oranges is (X) (X). • 9. A theater where you can watch movies is a (X) (X). • 10. A bus that children take to school is a (X) (X). • 11. A pot you make tea with is a (X) (X). • 12. A tree that grows mangoes is a (X) (X).

5. Review of Participial Adjectives

Exercise C-6

Making Sentences with Participial Adjectives

Make two sentences based on each sentence below. First use the active participial adjective. Then use the passive participial adjective.

● Example

- The movie interested Mr. Hamidou.
- a) The movie was **interesting**.
b) Mr. Hamidou was **interested**.

1. Kalla's intelligence did not surprise the other students. • 2. The bicycle race excited the young boys. • 3. Dancers entertained a crowd. • 4. The movie terrified the children. • 5. The simple exercise bored the intelligent girl. • 6. The boy's conversation amused the women. • 7. The fan annoyed Hadiza. • 8. The biology lesson did not interest the students. • 9. The lizard was confused by the cat's behavior. • 10. The big snake did not frighten the zoo keeper. • 11. The theater performance entertained the people. • 12. The child was bored by her father's lecture.

6. Review of Wh- Noun Clauses

● Examples

- a) **What Gambo did** made her famous.
Ce que Gambo a fait l'a rendue célèbre.
- b) The girl knew **where her father had been killed**.
- c) The story explains **how she became queen**.
- d) No one knows **how deep the hole was**.

Exercise C-7

Making and Answering Questions

Follow the steps below.

Step one:

In each item below make a question using the words given.
(You will not be able to answer these questions. Nobody can!)

● Examples

- a) How old / the horse in the story?
How old was the horse in the story?
- b) What year / the story take place?
What year did the story take place?

1. Where / the girl live? • 2. How tall / the girl? • 3. How many wives / the king have? • 4. What / the king's name? • 5. How old / the king's daughter? • 6. What time / the king fall into the hole? • 7. How wide / the hole?

Step Two:

Student 1 asks Student 2 one of the questions.
Student 2 responds with one of the following:

The story doesn't tell us...
I have no idea
... is a mystery.
I don't know...
... can never be known.

● Example

Student 1: How old was the horse in the story?
Student 2: **I don't know** how old it was.

Jokes

A boy and his friend were at the movies. "Can you see well?" the boy asked.

"Yes," his friend replied.

He then asked, "Can you hear well?"

"Yes," his friend replied.

"And is your chair comfortable?"

"Very comfortable," his friend answered.

"In that case," said the boy, "would you change places with me?"

A man was walking one day when he was attacked by a thief. He fought bravely for a long time. The thief finally grabbed the man's wallet. There was no money in the wallet.

"Tell me," said the thief. "Why did you fight so much if you had no money in your wallet?"

"I thought you wanted the money in my shoe," said the man.



The Fly

God in His wisdom made the fly
And then forgot to tell us why.

Ogden Nash

PRACTICE FOR THE BEPC

Lisez le texte attentivement avant de répondre aux questions qui suivent.

The Women's Cooperative in Azel

The women's cooperative in Azel was established in 1986. A French woman named Yvonne, who lives in Azel, taught one of her friends to make small, smooth mats from palm fronds. The women of Azel had always known how to use palm fronds to make houses and mats for their families, but Yvonne showed her friend how smaller, smoother pieces of mat could be sewn together with leather to make handbags and market baskets.

Other women in Azel soon became interested in the craft. Women taught each other, and little by little more and more women began spending afternoons making handbags and baskets. After a time, some women began to specialize in certain parts of the work. For example, because the handbags were sewn together with leather, several women with very strong hands cut the leather for the whole village. Because all of the baskets were made of small, smooth mats, the best mat makers began to make the mats for the whole village. In this way, the women began working together and were able to make more handbags and baskets of high quality in less time.

The baskets and handbags quickly became popular. Although eighty-five women were working, they were not able to produce as many baskets and handbags as the customers wanted.

At first, Yvonne kept track of the money and divided the profits among the women. Soon, however, the women wanted to be responsible for their own finances. But because they could not read, write or do mathematics, this was impossible. Twelve women asked the government's literacy program to help them. The result is that today, two women keep track of all the cooperative's money.

Vocabulaire:smooth: *lisse* a frond: *feuille de palmier*leather: *cuir* literacy program: *campagne d'alphabétisation***I. Compréhension du texte (5 pts)***Répondez aux questions en 1 ou 2 phrases.*

1. Was it the first time that the women in Azel had worked with fronds? (0,5 pt)
2. What was the advantage of the division of labor? (0,5 pt)
3. How do you know that the baskets and handbags produced by the women in Azel were popular? (1 pt)
4. What made the cooperative so successful? (3 pts)

II. Vocabulaire (2 pts)*Ecrivez la forme correcte des mots entre parenthèses.*

1. Oh, I would rather buy this cloth because it is of good (qualified). (0,5 pt)
2. It's a shame that the people are (division) in that country. (0,5 pt)
3. Because he gets good grades in math, Bello is more (interest) in math than in English. (0,5 pt)
4. Farmers are happy when they have (production) enough food. (0,5 pt)

III. Grammaire*1. Transformez les phrases suivantes en utilisant such...that. (2 pts)***Exemple:** He is so intelligent that all his teachers like him.**Réponse:** He is such an intelligent student that all his teachers like him.

1. He is so poor that he cannot feed himself. (0,5 pt)
2. Hyena is so stupid that Hare tricks him all the time. (0,5 pt)
3. That player is so good at football that everyone wants to see him playing. (0,5 pt)
4. The meal was so good that the guests ate it all. (0,5 pt)

2. Mettez les verbes entre parenthèses au temps qui convient. (2,5 pts)

1. I know you! I think I (see) you somewhere before. (0,5 pt)
2. What you (do) if your house fell down? (0,5 pt)
3. Why is that girl (stare at) me now? (0,5 pt)
4. I enjoy seeing my uncle because he always (speak) English to me. (0,5 pt)
5. As soon as she (finish), she will go home. (0,5 pt)

3. Choisissez la bonne réponse et récrivez la phrase avec celle-ci. (2,5 pts)

1. You'd better (X) the work now. (0,5 pt)
☐ to start ☐ starting ☐ start ☐ started
2. Halidou is good (X) English. (0,5 pt)
☐ to ☐ for ☐ at ☐ on

3. The teacher told him (X) do that again. (0,5 pt)

☐ to not ☐ not to ☐ don't ☐ didn't

4. He said that he (X) early the following day. (0,5 pt)

☐ leaves ☐ would leave ☐ will leave ☐ leaving

5. (X) my way to school, I met an old friend. (0,5 pt)

☐ In ☐ To ☐ On ☐ By

III. Composition Guidée (6 pts)

Ecrivez un paragraphe cohérent d'au moins 10 phrases en vous servant des questions suivantes comme guides.

You certainly have a plan in mind of what you would like to do when you have finished your studies.

1. What is that plan?

2. What will you have to do before you begin work on it?

3. What will you do to be successful?

APPENDIX

IRREGULAR VERBS

Simple Form	Past Form	Past Participle	Translation
be	was / were	been	être
beat	beat	beat	<i>battre, frapper</i>
bite	bit	bitten	<i>mordre</i>
blow	blew	blown	<i>souffler</i>
break	broke	broken	<i>casser</i>
bring	brought	brought	<i>amener, apporter</i>
build	built	built	<i>construire</i>
buy	bought	bought	<i>acheter</i>
choose	chose	chosen	<i>choisir</i>
come	came	come	<i>venir</i>
cost	cost	cost	<i>coûter</i>
cut	cut	cut	<i>couper</i>
do	did	done	<i>faire</i>
draw	drew	drawn	<i>dessiner</i>
drink	drank	drunk	<i>boire</i>
drive	drove	driven	<i>conduire</i>
fall	fell	fallen	<i>tomber</i>
fell	felt	felt	<i>sentir</i>
fight	fought	fought	<i>se battre</i>
find	found	found	<i>trouver</i>
fly	flew	flown	<i>voler</i>
forget	forgot	forgotten	<i>oublier</i>
forgive	forgave	forgiven	<i>pardonner</i>
get	got	gotten	<i>obtenir</i>
give	gave	given	<i>donner</i>
go	went	gone	<i>aller, partir</i>
grow	grew	grown	<i>pousser, grandir</i>
have	had	had	<i>avoir</i>
hear	heard	heard	<i>entendre</i>
hit	hit	hit	<i>frapper, taper</i>
hold	held	held	<i>tenir</i>
hurt	hurt	hurt	<i>blesser</i>

Simple Form	Past Form	Past Participle	Translation
keep	kept	kept	<i>garder</i>
know	knew	known	<i>savoir, connaître</i>
lead	led	led	<i>mener, conduire</i>
leave	left	left	<i>laisser, quitter</i>
lie	lied	lied	<i>mentir</i>
lie	lay	lain	<i>être couché</i>
lose	lost	lost	<i>perdre</i>
make	made	made	<i>faire</i>
meet	met	met	<i>(se) rencontrer</i>
pay	paid	paid	<i>payer</i>
put	put	put	<i>mettre, poser</i>
read	read	read	<i>lire</i>
ride	rode	ridden	<i>monter, conduire</i>
rise	rose	risen	<i>se lever</i>
run	ran	run	<i>courir</i>
say	said	said	<i>dire</i>
see	saw	seen	<i>voir</i>
sell	sold	sold	<i>vendre</i>
send	sent	sent	<i>envoyer</i>
sew	sewed	sewn	<i>coudre</i>
shake	shook	shaken	<i>secouer</i>
show	showed	shown	<i>montrer</i>
sing	sang	sung	<i>chanter</i>
sit	sat	sat	<i>s'asseoir</i>
speak	spoke	spoken	<i>parler</i>
spend	spent	spent	<i>dépenser</i>
stand	stood	stood	<i>se tenir debout</i>
steal	stole	stolen	<i>voler</i>
stick	stuck	stuck	<i>coller</i>
strike	struck	struck	<i>frapper</i>
sweep	swept	swept	<i>balayer</i>
swim	swam	swum	<i>nager</i>
swing	swung	swung	<i>se balancer</i>
take	took	taken	<i>prendre</i>
teach	taught	taught	<i>enseigner</i>
tear	tore	torn	<i>déchirer</i>
tell	told	told	<i>dire</i>
think	thought	thought	<i>penser</i>
throw	threw	thrown	<i>jeter</i>
understand	understood	understood	<i>comprendre</i>
wake	woke	woken	<i>se réveiller</i>

Simple Form	Past Form	Past Participle	Translation
wear	wore	worn	<i>porter</i>
weave	wove	woven	<i>tisser</i>
win	won	won	<i>gagner</i>
wind	wound	wound	<i>remonter</i>
write	wrote	written	<i>écrire</i>

GLOSSARY

Word	French Translation	Chapter
A		
the A.N.C.	<i>le Congrès National Africain</i>	3
an ability	<i>une capacité</i>	2
an abortion	<i>un avortement</i>	7
above	<i>au-dessus</i>	9
above average	<i>au-dessus de la moyenne</i>	8
absent	<i>absent</i>	5
absolutely	<i>absolument</i>	9
an accent	<i>un accent</i>	11
to accent	<i>accentuer</i>	2
to accept	<i>accepter</i>	10
an accident	<i>un accident</i>	5
to accomplish	<i>accomplir</i>	10
an account	<i>un compte</i>	2
an act	<i>une loi</i>	3
actually	<i>effectivement, réellement</i>	2
to adapt	<i>adapter</i>	6
to add up to	<i>s'élever à</i>	4
in addition to	<i>en plus de</i>	7
to admire	<i>admirer</i>	13
to admit	<i>reconnaître, admettre</i>	4
an advertisement	<i>une réclame, une publicité</i>	2
advice	<i>les conseils</i>	1, 9
to advise	<i>conseiller</i>	9
to be able	<i>être capable de</i>	7
to afford	<i>avoir les moyens de</i>	7
Afghanistan	<i>l'Afghanistan</i>	9
to be afraid of	<i>avoir peur de</i>	6
to be afraid that	<i>craindre que</i>	6
an African	<i>un(e) Africain(e)</i>	8
after all	<i>après tout</i>	5
against	<i>contre, sur</i>	9, 11
to agree	<i>consentir</i>	2
agreeing	<i>être d'accord</i>	7
agriculture	<i>l'agriculture</i>	2
Alaska	<i>l'Alaska</i>	4
alcohol	<i>l'alcool</i>	4
an alcoholic	<i>un alcoolique</i>	4

Word	French Translation	Chapter
to allow	<i>permettre</i>	7
allowed	<i>permis</i>	3
the almighty	<i>le Tout Puissant</i>	5
alone	<i>seul(e), solitaire</i>	6
aloud	<i>à haute voix</i>	5
an alphabet	<i>un alphabet</i>	6
although	<i>bien que</i>	9
to be amazed	<i>être stupéfait</i>	1
an amount	<i>une quantité</i>	2
to amuse	<i>amuser</i>	11
amusing	<i>amusant, drôle</i>	8
to analyze	<i>analyser</i>	7
Angel of Death	<i>l'Ange de la Mort</i>	5
to announce	<i>annoncer</i>	A
to annoy	<i>agacer, énerver</i>	11
anonymous	<i>anonyme</i>	4
anti-apartheid	<i>anti-apartheid</i>	3
anxious	<i>anxieux, impatient</i>	6
anytime	<i>n'importe quand</i>	12
anywhere	<i>n'importe où</i>	12
apart from	<i>en dehors de, à part</i>	8
apartheid	<i>apartheid</i>	3
to appear	<i>apparaître</i>	5
an appearance	<i>une apparition</i>	11
an apple	<i>une pomme</i>	9
to appreciate	<i>être reconnaissant de</i>	9
to approach	<i>approcher</i>	A, 13
appropriate	<i>approprié</i>	5
Arabic	<i>l'arabe</i>	A
an army	<i>une armée</i>	6
an article	<i>un article</i>	12
as ... as	<i>aussi...que, si...que</i>	2
as follows	<i>comme suit</i>	2
as if	<i>comme si</i>	11
as many	<i>autant</i>	7
as well	<i>aussi</i>	5
as well as	<i>aussi bien que</i>	7
to be ashamed	<i>avoir honte</i>	1
to assemble	<i>monter</i>	12
to assist	<i>aider</i>	2

at first	<i>tout d'abord</i>	8
at last	<i>enfin</i>	2
an athlete	<i>un sportif</i>	5
an atomic bomb	<i>une bombe atomique</i>	11
to attach	<i>attacher</i>	7
to attend	<i>assister à</i>	2
attended by	<i>accompagné de</i>	5
attentive	<i>attentif</i>	12
an author	<i>un écrivain</i>	11
to avenge	<i>venger</i>	13
average	<i>moyen</i>	4
to avoid	<i>éviter</i>	4
to awake	<i>éveiller</i>	1

B

backward	<i>en arrière</i>	11
balance	<i>l'équilibre</i>	12
a balance	<i>un solde</i>	2
a balance sheet	<i>un bilan</i>	2
balanced	<i>équilibré</i>	6
bald	<i>chauve</i>	3
a balloon	<i>un ballon</i>	11
a bank	<i>une banque</i>	A
a bar (of soap)	<i>une savonnette</i>	2
to be based on	<i>être basé sur</i>	3
a bathroom	<i>une salle de bains</i>	3
a battery	<i>une pile</i>	11
a battle	<i>une bataille</i>	13
to beat	<i>battre</i>	1
beauty	<i>beauté</i>	1
a bed	<i>un lit</i>	11
a bedroom	<i>une chambre à coucher</i>	3
beer	<i>la bière</i>	4
to beg	<i>supplier</i>	5
behaviour	<i>comportement</i>	11
behind	<i>derrière</i>	9
a belief	<i>une croyance</i>	3
to believe	<i>croire</i>	1
a believer	<i>un croyant</i>	5
a bell	<i>une cloche</i>	8
to belong to	<i>appartenir à</i>	1
a bench	<i>un banc</i>	12
to bend	<i>se pencher</i>	5
to benefit	<i>faire du bien à</i>	7
a benefit	<i>un avantage</i>	12
a billion	<i>un milliard</i>	7
a bit	<i>un peu</i>	3
to blame something	<i>accuser quelqu'un</i>	
on someone	<i>de quelque chose</i>	9
blind	<i>aveugle</i>	8
blood	<i>le sang</i>	11

a boarding school	<i>un pensionnat,</i>	3
	<i>un internat</i>	
a bomb	<i>une bombe</i>	9
to bore	<i>ennuyer</i>	6
to borrow	<i>emprunter</i>	B
to bother	<i>ennuyer, déranger</i>	3
bottom	<i>le fond</i>	13
bottom (of the foot)	<i>la plante (du pied)</i>	9
boyhood	<i>l'enfance</i>	4
a brain teaser	<i>une énigme</i>	A
a branch	<i>une branche</i>	11
brave	<i>courageux, brave</i>	13
a break	<i>une pause</i>	8
to break a habit	<i>perdre une habitude</i>	4
to break tradition	<i>sortir de la tradition</i>	10
a breath	<i>un souffle</i>	1
to breed	<i>élever</i>	10
a brick	<i>une brique</i>	2
a bridge	<i>un pont</i>	3
bright	<i>brillant</i>	1, 8
to brighten	<i>faire briller</i>	8
brightly	<i>brillamment</i>	8
brightness	<i>l'éclat</i>	8
brilliant	<i>éclatant</i>	1
to bring up	<i>élever</i>	A
broken	<i>cassé</i>	10
bronchitis	<i>bronchite</i>	4
brotherhood	<i>la fraternité</i>	4
to brush	<i>brosser</i>	12
to brush off	<i>se brosser</i>	B
a bus service	<i>un service d'autobus</i>	10
a business	<i>une affaire</i>	10
to do business	<i>faire des affaires</i>	3
a butcher	<i>un boucher</i>	9
by (measurement)	<i>sur</i>	6

C

a cabin	<i>une cabane</i>	6
a cage	<i>une cage</i>	1
to call	<i>appeler</i>	5
to call out	<i>pousser un cri</i>	11
cancer	<i>le cancer</i>	4
a canoe	<i>un canoë, une pirogue</i>	3
a capital	<i>une capitale</i>	3
careful	<i>soigneux</i>	8
a carpenter	<i>un charpentier</i>	3
carpentry	<i>la charpenterie</i>	2
a case	<i>un cas</i>	7
in case of	<i>en cas de</i>	10
cash	<i>argent liquide</i>	10
to cast a spell on	<i>jeter un sort à</i>	13

a catastrophe	<i>une catastrophe</i>	3	to compete	<i>concourir</i>	13
to catch (a disease)	<i>attraper (une maladie)</i>	4	a competition	<i>une compétition, la concurrence</i>	1, 13
causative	<i>causatif</i>	11	competitive	<i>qui a l'esprit de compétition</i>	13
to cause	<i>causer</i>	4	competitively	<i>avec l'esprit de compétition</i>	13
a cause	<i>une raison</i>	4	to complain	<i>se plaindre</i>	8
cement	<i>le ciment</i>	10	a complaint	<i>une plainte</i>	10
a centimeter	<i>un centimètre</i>	6	complicated	<i>compliqué</i>	12
certainly	<i>certainement</i>	8	compliment	<i>un compliment</i>	1
a challenge	<i>un défi</i>	7	comprehension	<i>la compréhension</i>	2
a chance	<i>une chance</i>	4	a condition	<i>une condition</i>	3
change	<i>la monnaie</i>	8	a conflict	<i>un conflit</i>	3
to change places	<i>changer de place</i>	13	to confuse	<i>confondre</i>	11
to chase	<i>poursuivre</i>	A	a congress	<i>un congrès</i>	3
cheap	<i>bon marché</i>	3	a connector	<i>une liaison</i>	A
to cheat	<i>tricher</i>	5	to construct	<i>construire</i>	2
a check	<i>un chèque</i>	10	a container	<i>un récipient</i>	12
to check	<i>surveiller</i>	7	contamination	<i>la contamination</i>	12
to check on	<i>s'occuper de</i>	12	a contraction	<i>une contraction</i>	9
childhood	<i>l'enfance</i>	4	to contrast	<i>mettre en contraste</i>	B
childish	<i>l'enfant</i>	11	to control	<i>diriger</i>	3
chilly	<i>froid</i>	5	(a) controlling	<i>(une idée) principale,</i>	6
China	<i>la Chine</i>	7	(idea)	<i>directrice</i>	
Chinese	<i>Chinois</i>	7	a conversation	<i>une conversation</i>	13
chronic	<i>chronique</i>	4	to convince	<i>convaincre</i>	5
circulation	<i>la circulation</i>	12	a cooperative	<i>une coopérative</i>	2
a citizen	<i>un(e) citoyen(e)</i>	3	corn	<i>le maïs</i>	6
a civil war	<i>une guerre civile</i>	6	in the corner	<i>au coin</i>	9
civilizing	<i>se civiliser, être civilisé</i>	8	a couch	<i>un divan</i>	9
to clap	<i>battre</i>	1	to cough	<i>tousser</i>	4
clean	<i>propre</i>	12	to count on	<i>compter sur</i>	8
to clear	<i>débarrasser</i>	9	a county	<i>un comté</i>	6
a client	<i>un(e) client(e)</i>	8	a couple	<i>un couple</i>	7
clothing	<i>les vêtements</i>	1	a court	<i>la cour</i>	5
a club	<i>un club</i>	2	a courtier	<i>un courtisan</i>	5
coal	<i>le charbon</i>	12	a cover	<i>une couverture</i>	3
a coal mine	<i>une mine de charbon</i>	6	to cover	<i>couvrir, recouvrir</i>	A
a coin	<i>une pièce de monnaie</i>	1	a coward	<i>un lâche</i>	13
a colonizer	<i>un(e) colonisateur(trice)</i>	12	cowardly	<i>lâche</i>	13
a colony	<i>une colonie</i>	3	to cower	<i>reculer</i>	11
colorful	<i>pittoresque</i>	2	cracked	<i>lézardé</i>	3
a column	<i>une colonne</i>	2	to create	<i>créer</i>	7
to combine	<i>joindre</i>	7	a creation	<i>une création</i>	6
to come across	<i>rencontrer par hasard</i>	A	a credit	<i>un crédit</i>	2
to come over	<i>envahir</i>	11	crispy	<i>craquant</i>	12
to come to mind	<i>venir à l'esprit</i>	1	crocheting	<i>travail au crochet</i>	2
comfortable	<i>confortable</i>	13	a crossroads	<i>un carrefour</i>	6
to command	<i>commander</i>	1	cruel	<i>cruel</i>	1, 11
to commit	<i>commettre</i>	7	cruelly	<i>cruellement</i>	1
a community	<i>une communauté</i>	2	to cry	<i>pousser un cri</i>	1
a company	<i>une compagnie</i>	10			
to compare	<i>comparer</i>	6			
compassion	<i>la compassion</i>	5			

crying	<i>le sifflement</i>	11
a cube	<i>un cube</i>	2
a culture	<i>une culture</i>	B
a customer	<i>un client</i>	8
to cut off	<i>couper</i>	6
D		
dark	<i>sombre</i>	8
dark	<i>la nuit, la tombée</i>	1
	<i>de la nuit</i>	
a date	<i>une datte</i>	9
a daydream	<i>une rêverie</i>	10
dear	<i>cher</i>	5
death	<i>la mort</i>	5
a debit	<i>un débit</i>	2
to deceive	<i>tromper</i>	2
to decide	<i>décider</i>	13
a decision	<i>une décision</i>	13
decisive	<i>décisif</i>	13
decisively	<i>d'un ton décidé,</i>	13
	<i>d'une façon décidée</i>	
to declare	<i>déclarer</i>	6
dedicated	<i>dédié</i>	10
to deduce	<i>déduire</i>	4
a deduction	<i>une déduction</i>	4
deductive	<i>déductif</i>	3
deep	<i>profond</i>	6
to defeat	<i>vaincre</i>	5
a degree	<i>un degré</i>	13
delicious	<i>délicieux</i>	1,3,9
to demand	<i>exiger</i>	2
a demon	<i>un démon</i>	11
to demonstrate	<i>manifester</i>	3
a demonstration	<i>une manifestation</i>	3
dense	<i>dense</i>	6
depth	<i>profondeur</i>	6
descriptive	<i>descriptif</i>	8
deserted	<i>abandonné</i>	6
desertification	<i>désertification</i>	B
to design	<i>dessiner</i>	3
to despair	<i>désespérer</i>	5
desperate	<i>désespéré</i>	5
desperately	<i>désespérément</i>	5
desperation	<i>le désespoir</i>	5
despite	<i>en dépit de; malgré</i>	10
to destroy	<i>détruire</i>	13
a detail	<i>un détail</i>	3
to be determined	<i>être résolu</i>	10
to develop	<i>développer</i>	4
developing	<i>en voie de développement</i>	7
a devil	<i>un diable</i>	11

a dialogue	<i>un dialogue</i>	1
a diamond	<i>un diamant</i>	1
a diaphragm	<i>un diaphragme</i>	A
a dictionary	<i>un dictionnaire</i>	A
to dig	<i>bêcher, creuser</i>	A
a dining room	<i>une salle à manger</i>	3
to direct	<i>diriger</i>	8
dirt	<i>saleté</i>	1
to disagree	<i>être en désaccord</i>	7
disagreeing	<i>être en désaccord</i>	7
to discourage	<i>décourager</i>	6
to be discovered	<i>être démasqué</i>	13
a disease	<i>une maladie</i>	3
to disguise	<i>déguiser</i>	13
dishes	<i>la vaisselle</i>	11
dishonorable	<i>déshonorant</i>	10
to disinfect	<i>désinfecter</i>	A
a distance	<i>une distance</i>	B
a distinction	<i>une distinction</i>	5
to distinguish	<i>distinguer</i>	5
distinguished	<i>distingué</i>	5
to distribute	<i>distribuer</i>	10
to divide	<i>diviser, partager</i>	6
a dividend	<i>un dividende</i>	10
a doll	<i>une poupée</i>	3
domestic duties	<i>le ménage</i>	8
don't mention it!	<i>il n'y a pas de quoi!</i>	1
a dormitory	<i>un dortoir</i>	8
to double	<i>doubler</i>	7
I doubt that	<i>j'en doute, je doute que</i>	11
a down payment	<i>un acompte</i>	10
to draw (a breath)	<i>aspirer</i>	1
to dream	<i>rêver</i>	11
a drink	<i>une boisson</i>	5
drinkable	<i>potable</i>	5
drinking	<i>le fait de boire</i>	4
to drive back	<i>rentrer en voiture</i>	10
drunk	<i>ivre</i>	4
drunkenness	<i>l'ivresse</i>	4
to dry	<i>sécher</i>	2
dull	<i>émoussé</i>	3
duration	<i>la durée</i>	9
to dust	<i>épousseter</i>	3
dust	<i>la poussière</i>	1
dusty	<i>poussiéreux</i>	1
a duty	<i>un devoir</i>	5

E

to earn	<i>gagner</i>	2
earnings	<i>les bénéfices</i>	2
the Earth	<i>la Terre</i>	5

an economy	<i>une économie</i>	7	a fact	<i>un fait</i>	7
an edge	<i>un tranchant</i>	12	a factory	<i>une usine</i>	2, 12
to educate	<i>instruire</i>	5	a failure	<i>un défaut</i>	10
an effort	<i>un effort</i>	3	a fair	<i>une kermesse, une foire</i>	2
an egg	<i>un oeuf</i>	13	fairly	<i>impartialement</i>	13
either	<i>non plus</i>	9	the faithful	<i>les croyants</i>	5
an electric shock	<i>une décharge électrique</i>	11	to fall in love	<i>tomber amoureux</i>	5
to eliminate	<i>éliminer</i>	6	to fall upon	<i>se jeter sur quelqu'un</i>	1
to embrace	<i>embrasser</i>	5	someone		
to embroider	<i>broder</i>	2	a false cognate	<i>faux ami</i>	2
emphysema	<i>l'emphysème</i>	4	famous	<i>célèbre</i>	3
empty	<i>vide</i>	2, 10	to fan	<i>attiser</i>	12
to encourage	<i>encourager</i>	7	fantastic	<i>sensationnel</i>	10
an enemy	<i>un ennemi</i>	8	far	<i>de loin</i>	13
England	<i>l'Angleterre</i>	11	to fascinate	<i>fasciner</i>	6
to enjoy	<i>trouver agréable, aimer</i>	8	fasting	<i>le jeûne</i>	6
an enterprise	<i>une entreprise</i>	10	a father-in-law	<i>un beau-père</i>	5
to entertain	<i>amuser</i>	11	fatherhood	<i>la paternité</i>	4
an entrepreneur	<i>un entrepreneur</i>	2	fear	<i>la peur</i>	11
environment	<i>environnement</i>	6	a feast	<i>une fête</i>	9
an error	<i>une erreur</i>	10	a feeling	<i>un sentiment</i>	6, 11
especially	<i>spécialement</i>	8	a fence	<i>une barrière</i>	2
essential	<i>essentiel</i>	6	fencing	<i>la clôture</i>	12
European	<i>Européen</i>	3	a few	<i>quelques (-uns / -unes)</i>	13
even though	<i>bien que</i>	10	fictional	<i>fictif</i>	8
evenly	<i>uniformément</i>	6	to fight	<i>se battre</i>	3
an event	<i>événement</i>	2, 11	a figure	<i>une forme</i>	5
evidence	<i>l'évidence</i>	8	to fill	<i>remplir</i>	10
evil	<i>mauvais</i>	11	to fill in	<i>remplir</i>	2
exact	<i>exact, juste</i>	6	a fire fighter	<i>un sapeur-pompier</i>	C
except	<i>sauf</i>	2	firewood	<i>bois de chauffage</i>	2
to excite	<i>passionner, intéresser</i>	11	a flame	<i>une flamme</i>	13
an exclamation	<i>une exclamation</i>	3	a flashlight	<i>une lampe de poche</i>	11
an excuse	<i>une excuse</i>	5	a flat (tire)	<i>(un pneu) dégonflé</i>	9
exhausted	<i>épuisé</i>	10	flour	<i>farine</i>	5
to exist	<i>exister</i>	6	a flower	<i>une fleur</i>	5
to expand	<i>développer</i>	2	a fly	<i>une mouche</i>	12
an experience	<i>une expérience</i>	6	to fold	<i>plier</i>	5
an expert	<i>un expert</i>	A	to follow	<i>suivre</i>	1
to explode	<i>exploser</i>	9, 10	a food-drier	<i>un séchoir pour aliments</i>	2
an explosion	<i>une explosion</i>	10	food-drying	<i>le séchage des aliments</i>	2
explosive	<i>explosif</i>	10	food-producing	<i>la terre fertile</i>	7
explosively	<i>explosivement</i>	10	land		
extreme	<i>extrême</i>	7	a foot	<i>30,48 cm</i>	6
in the eyes of	<i>aux yeux de</i>	8	to force	<i>obliger</i>	3
			to force oneself	<i>se forcer à faire</i>	8
			to do something	<i>quelque chose</i>	
			a forest	<i>une forêt</i>	6
			to forgive	<i>pardonner</i>	5
			to form	<i>former</i>	10
			fortunately	<i>heureusement</i>	6
			forward	<i>en avant</i>	11

F

fabric	<i>tissu</i>	2
fabulous	<i>fabuleux</i>	5
to face	<i>faire face à</i>	9
to face a challenge	<i>faire face à un défi</i>	10

to free someone	<i>libérer quelqu'un</i>	3
free time	<i>temps libre</i>	7
fright	<i>l'effroi; la peur</i>	13
to frighten	<i>épouvanter; faire peur à</i>	13
frightened	<i>effrayé</i>	6
to be frightened	<i>être effrayé</i>	11
frightening	<i>effrayant</i>	6
frightful	<i>effroyable</i>	11
the front	<i>la façade</i>	6
in front of	<i>devant</i>	9
to fry	<i>faire frire</i>	12
full	<i>rempli</i>	9
a full (moon)	<i>(une) pleine (lune)</i>	1
fully	<i>entièrement</i>	10

G

a gallon	<i>3,785 litres</i>	8
to gallop	<i>galoper</i>	1
a garage	<i>un garage</i>	3
a garbage can	<i>une poubelle</i>	3
garlic	<i>l'ail</i>	12
a gas stove	<i>une cuisinière à gaz</i>	4
gasoline	<i>l'essence</i>	8
a gate	<i>une porte</i>	1
a gazelle	<i>une gazelle</i>	1
a gem	<i>une pierre précieuse</i>	1
general	<i>général</i>	3
generally	<i>généralement</i>	12
a generation	<i>une génération</i>	3
generosity	<i>la générosité</i>	9
a gerund	<i>un gérondif</i>	4
to get	<i>attraper</i>	4
(a disease)	<i>(une maladie)</i>	
to get angry	<i>se mettre en colère</i>	10
to get off	<i>descendre</i>	1
to get up	<i>se lever</i>	11
to get used to	<i>s'habituer à</i>	6
a ghost	<i>un fantôme</i>	11
a gift	<i>un cadeau</i>	1
a giraffe	<i>une girafe</i>	A
girlhood	<i>l'enfance</i>	4
to give	<i>donner</i>	3
to give up	<i>abandonner;</i> <i>renoncer à</i>	A
giving	<i>généreux</i>	3
glad	<i>content</i>	B
glass	<i>le verre</i>	11
to go back to sleep	<i>se rendormir</i>	11
to go on	<i>se passer</i>	2
a goal	<i>un but</i>	1, 2
a goalkeeper	<i>un gardien de buts</i>	6

gold	<i>l'or</i>	1
good fortune	<i>le bonheur, la chance</i>	3
goods	<i>les marchandises</i>	8
a government	<i>un gouvernement</i>	3
a gown	<i>une robe</i>	8
to grab	<i>s'agripper à</i>	13
a gram	<i>un gramme</i>	B
a grapefruit	<i>un pamplemousse</i>	A
gray	<i>gris</i>	5
Great Britain	<i>la Grande Bretagne</i>	B
to grind	<i>moudre</i>	6
the ground	<i>la terre</i>	12
to grow	<i>augmenter</i>	7
to grow tired of	<i>se fatiguer de</i>	11
to grow up	<i>devenir adulte</i>	8
growth	<i>la croissance</i>	7
a guardian	<i>un gardien</i>	A
a guest	<i>un invité</i>	9

H

a habit	<i>une habitude</i>	4
the habitual past	<i>le passé habituel</i>	3
had better	<i>devoir, valoir mieux, falloir</i>	9
half-asleep	<i>moitié endormi</i>	1
a handful	<i>une poignée</i>	10
handsome	<i>beau</i>	1
happiness	<i>le bonheur</i>	4
to harm	<i>faire du mal à</i>	4
harmful	<i>nuisible</i>	4
Hausa-speaking	<i>parlant Hausa</i>	8
to have on	<i>porter</i>	A
health	<i>la santé</i>	5
a health care	<i>un programme de santé</i>	4
program		
healthy	<i>sain, en bonne santé</i>	5
a heap	<i>un tas</i>	3
a heart	<i>un coeur</i>	5
a heart disease	<i>une maladie de coeur</i>	4
heat	<i>la chaleur</i>	12
a heavy drinker	<i>un grand buveur</i>	4
to be held	<i>avoir lieu</i>	13
hell	<i>l'enfer</i>	5
to help out	<i>donner un coup de main</i>	6
helpful	<i>utile</i>	7
to hide	<i>cacher</i>	5
historic	<i>historique</i>	5
a hoe	<i>une houe</i>	10
a hold	<i>une prise</i>	11
to hold back	<i>retenir</i>	A
to hold on	<i>tenir bon</i>	11
a hole	<i>un trou</i>	A

honor	<i>l'honneur</i>	9
to honor	<i>honorer</i>	10
honorable	<i>honorable</i>	10
a hoof (pl. hoofs)	<i>un sabot</i>	1
hopeful	<i>plein d'espoir</i>	5
horror	<i>l'horreur</i>	11
a horse	<i>un cheval</i>	A
on horseback	<i>à cheval</i>	1
hospitality	<i>l'hospitalité</i>	9
a hostess	<i>une hôtesse</i>	11
a hot pepper	<i>un piment</i>	4
a housewife	<i>une ménagère</i>	4
housework	<i>le ménage</i>	B
how about	<i>et si on + imparfait</i>	12
+ gerund		
however	<i>pourtant, cependant</i>	7
to hurt	<i>faire mal à</i>	4

I

ice-cold	<i>glacé</i>	11
icy	<i>glacé</i>	5
to ignore	<i>ne tenir aucun compte de</i>	2
illegal	<i>illégal</i>	3
imaginary	<i>imaginaire</i>	8
immediately	<i>immédiatement</i>	2
immorality	<i>l'immoralité</i>	3
impatient	<i>impatient</i>	13
an imperative	<i>un impératif</i>	A
to import	<i>importer</i>	B
an impression	<i>une impression</i>	6
imprisoned	<i>emprisonné</i>	3
importance	<i>l'importance</i>	4
in an effort to	<i>dans un effort pour</i>	4
in fact	<i>en effet, de fait</i>	3
an incentive	<i>un avantage,</i>	7
	<i>un encouragement</i>	
an inch	<i>2,54 centimètres</i>	B
to incline	<i>incliner</i>	5
incorrect	<i>incorrect</i>	9
to increase	<i>augmenter</i>	3
indecisive	<i>indécis</i>	13
independent	<i>indépendant</i>	3
Indian	<i>indien</i>	7
an individual	<i>un individu</i>	7
inferior	<i>inférieur</i>	8
an injection	<i>une injection</i>	6
an institute	<i>un institut</i>	2
insurance	<i>l'assurance</i>	10
intelligence	<i>l'intelligence</i>	8
to be interested	<i>s'intéresser à faire</i>	9
in doing something	<i>quelque chose</i>	

to be interested	<i>s'intéresser à</i>	9
in something	<i>quelque chose</i>	
to interview	<i>interviewer</i>	12
an interview	<i>une interview</i>	10
to introduce	<i>présenter</i>	3
an intruder	<i>un(e) intrus(e)</i>	8
an investment	<i>un investissement</i>	10
invisible	<i>invisible</i>	5
to iron	<i>repasser</i>	11
irrelevant	<i>sans rapport</i>	5
it is said that	<i>on dit que</i>	11
it worked!	<i>cela a marché!</i>	10
italicized	<i>mis en italique</i>	8

J

Japan	<i>le Japon</i>	B
a journalist	<i>un(e) journaliste</i>	10
a journey	<i>un voyage</i>	11
juice	<i>le jus</i>	2
juicy	<i>juteux</i>	7
to jump over	<i>sauter par-dessus</i>	13
to jump up	<i>sauter sur ses pieds</i>	11
just	<i>légitime; juste</i>	5
just as	<i>juste comme</i>	11
to keep something	<i>garder quelque</i>	9
in mind	<i>chose à l'esprit</i>	

K

to keep track of	<i>gérer, surveiller</i>	2
(a) kerosene (lamp)	<i>(une lampe à) pétrole</i>	12
a key	<i>une clef, une clé</i>	8
a kilogram	<i>un kilogramme</i>	B
kind	<i>gentil</i>	A
to kneel	<i>se mettre à genoux</i>	5
to knock	<i>frapper</i>	11
knocking	<i>les coups, frapper</i>	11
knowledge	<i>la connaissance</i>	8
Koranic school	<i>l'école Coranique</i>	6

L

labor	<i>le travail</i>	6
a lady	<i>une dame</i>	8
lands	<i>le domaine</i>	5
large	<i>grand</i>	1, 6
a law	<i>une loi</i>	3
to lead	<i>conduire</i>	1
to lead prayers	<i>diriger des prières</i>	5
a leader	<i>un chef</i>	1
to lean	<i>s'appuyer</i>	9

a lecture	<i>une conférence</i>	2
legal	<i>légal</i>	3
a legend	<i>une légende</i>	10
a lemon	<i>un citron</i>	5
lemonade	<i>la limonade</i>	A
length	<i>la longueur</i>	6
to let	<i>laisser, permettre</i>	5
to let something go	<i>lâcher quelque chose</i>	11
let's	<i>auxiliaire</i>	11
	<i>3 personne, impératif</i>	
let's see...	<i>voyons...</i>	12
a library	<i>une bibliothèque</i>	2
a life	<i>une vie</i>	5
life-saving	<i>le sauvetage</i>	12
lifeless	<i>sans vie</i>	5
to lift up	<i>soulever</i>	A
likelihood	<i>la probabilité</i>	4
to limit	<i>limiter</i>	7
limited	<i>restreint</i>	8
lips	<i>lèvres</i>	4
a liter	<i>un litre</i>	B
a little	<i>un peu</i>	13
little by little	<i>petit à petit</i>	3
livestock	<i>le bétail</i>	3
living conditions	<i>les conditions de vie</i>	4
a living room	<i>un salon</i>	3
a lizard	<i>un lézard</i>	A
a loan	<i>un prêt</i>	2
lonely	<i>solitaire; isolé</i>	6
long	<i>long</i>	8
Long live the king!	<i>Vive le roi!</i>	13
longer	<i>plus longtemps</i>	5
to look forward to	<i>attendre avec impatience</i>	A
to look up	<i>chercher</i>	A
to look upon	<i>regarder, considérer</i>	1
to lose one's way	<i>s'égarer</i>	11
lottery	<i>loterie</i>	1
loud	<i>fort, sonore</i>	10
lungs	<i>les poumons</i>	4

M

magic	<i>la magie</i>	1
magical	<i>magique</i>	12
main	<i>principal</i>	8
maintenance	<i>l'entretien</i>	10
to make (money)	<i>gagner (de l'argent)</i>	2
to make	<i>faire une suggestion</i>	11
a suggestion		
to make sure	<i>s'assurer</i>	7
malaria	<i>la malaria, le paludisme</i>	12
malnutrition	<i>la sous-alimentation</i>	2

manners	<i>les manières</i>	9
manure	<i>le fumier</i>	A
to march	<i>défiler</i>	3
a mason	<i>un maçon</i>	10
a massacre	<i>un massacre</i>	3
a master	<i>un maître</i>	1
a match	<i>une allumette</i>	12
materials	<i>les fournitures</i>	2
May Day	<i>le Premier Mai</i>	3
a meal	<i>un repas</i>	9
a meaning	<i>une signification</i>	1
a measurement	<i>une dimension</i>	6
mechanics	<i>la mécanique</i>	10
medical care	<i>soins médicaux</i>	7
a member	<i>un membre</i>	2
a memory	<i>un souvenir</i>	4
a merchant	<i>un marchand</i>	5
a messenger	<i>un messenger</i>	3
a meter	<i>un mètre</i>	B
a method	<i>une méthode</i>	2, 7
metric	<i>métrique</i>	B
middle	<i>le milieu</i>	1, 12
a mile	<i>1,609 metre</i>	6
a mill	<i>moulin</i>	6
mind	<i>l'esprit</i>	1
a mine	<i>une mine</i>	3
mineral	<i>un minéral</i>	2
a ministry	<i>un ministère</i>	2
a minority	<i>une minorité</i>	3
a mirror	<i>un miroir</i>	5
to misbehave	<i>se conduire mal</i>	9
miserable	<i>déplorable</i>	3
misfortune	<i>le malheur</i>	1
a mission	<i>une mission</i>	6
a missionary school	<i>une école de missionnaires</i>	8
a mistress	<i>une maîtresse</i>	6
modern	<i>moderne</i>	B
modest	<i>modeste</i>	5
moisture	<i>l'humidité</i>	12
a moment	<i>un moment</i>	5
a monster	<i>un monstre</i>	11
moonlight	<i>le clair de lune</i>	1
a moor	<i>une lande</i>	11
more and more	<i>de plus en plus</i>	5
more than enough	<i>plus que suffisant</i>	10
moreover	<i>plus, en outre</i>	6
Morocco	<i>le Maroc</i>	A
motherhood	<i>la maternité</i>	4
a motto	<i>une devise</i>	4
to mount	<i>monter</i>	13
Mount Everest	<i>le mont Everest</i>	3
Mount Kilimanjaro	<i>le mont Kilimanjaro</i>	3

a mouth	<i>une bouche</i>	1
to move around	<i>déplace</i>	11
a movement	<i>un mouvement</i>	3
mud	<i>la boue</i>	12
to murder	<i>assassiner</i>	7
must	<i>devoir</i>	4
mysterious	<i>mystérieux</i>	11

N

a narrator	<i>un(e) narrateur(trice)</i>	11
narrow	<i>étroit</i>	A, 8
nasty	<i>déplaisant</i>	1
natural	<i>naturel</i>	7
the nearest	<i>le plus près, le plus proche</i>	10
nearly	<i>à peu près</i>	5
to neglect	<i>négliger</i>	8
negligence	<i>la négligence</i>	8
negligent	<i>négligent</i>	8
a neighborhood	<i>un quartier</i>	4
neither	<i>ne...non plus</i>	8
a net	<i>un filet</i>	2
a netting (mosquito)	<i>une moustiquaire</i>	12
nevertheless	<i>néanmoins</i>	6
the news	<i>les informations,</i> <i>les nouvelles</i>	4A
next to	<i>à côté de</i>	9
next to last	<i>l'avant dernier</i>	6
the Nile	<i>le Nil</i>	3
no way!	<i>pas question!</i>	7
the Nobel prize	<i>le prix Nobel</i>	3
noble	<i>noble</i>	1
noisily	<i>bruyamment</i>	5
a nomad	<i>un(e) nomade</i>	3
non-violent	<i>non-violent</i>	5
non competitive	<i>non-compétitif</i>	13
notes	<i>les notes</i>	2
now and then	<i>de temps en temps</i>	4
a numeral	<i>un chiffre, un nombre</i>	8
nutrition	<i>la nutrition</i>	12

O

an occupation	<i>un métier, un travail</i>	8
to be occupied (with)	<i>être occupé (à)</i>	6
to occur	<i>avoir lieu</i>	10
to be off	<i>s'en aller</i>	5
off-season	<i>jardinage de contre-saison</i>	2
gardening		
to offer	<i>offrir</i>	1
an official	<i>un officiel</i>	2

officially	<i>officiellement</i>	3
the Olympics	<i>les Jeux olympiques</i>	13
to omit	<i>omettre</i>	A
at once	<i>tout de suite</i>	5, 11
an only child	<i>un(e) enfant unique</i>	9
an opinion	<i>une opinion</i>	11
an opponent	<i>un(e) adversaire</i>	2
opposite	<i>en face de</i>	9
in order	<i>en ordre</i>	2
ordinary	<i>ordinaire</i>	13
organization	<i>organisation</i>	7
an organization	<i>une organisation</i>	2
original	<i>original</i>	1
an ounce	<i>28,35 grammes</i>	B
an outline	<i>une esquisse, un canevas</i>	7
over the years	<i>pendant des années</i>	4
overhead	<i>au-dessus de la tête,</i> <i>en haut</i>	5
overpopulation	<i>la surpopulation</i>	7
an owner	<i>un(e) propriétaire</i>	6

P

to pack	<i>emballer</i>	5
a pack (of cigarettes)	<i>un paquet (de cigarettes)</i>	4
to package	<i>emballer</i>	2
to be paid	<i>être payé</i>	6
painfully	<i>douloureusement</i>	8
to paint	<i>peindre</i>	3
a palace	<i>un palais</i>	1
pants	<i>un pantalon</i>	2
paradise	<i>le paradis</i>	5
participial	<i>participial</i>	11
a participle	<i>un participe</i>	11
particularly	<i>particulièrement,</i> <i>en particulier</i>	4
a pass	<i>un carte d'identité</i>	3
a passenger	<i>un passager</i>	10
a pastime	<i>un passe-temps</i>	6
patience	<i>la patience</i>	13
patient	<i>un(e) malade</i>	13
patiently	<i>patiemment</i>	13
to pay attention	<i>faire attention</i>	1
to pay back	<i>rembourser</i>	2
peace	<i>la paix</i>	6
peace be upon you	<i>que la paix soit avec vous</i>	5
a penalty	<i>une pénalité</i>	7
a pepper	<i>un poivron</i>	2
a percentage	<i>un pourcentage</i>	A
perception	<i>une perception</i>	9

perfect	<i>parfait</i>	6
a period	<i>une époque</i>	4
to permit	<i>permettre</i>	11
a phone	<i>un téléphone</i>	9
a photograph	<i>une photo (graphie)</i>	3
physical education	<i>éducation physique</i>	6
to pick oneself up	<i>se relever</i>	1
to pick up	<i>ramasser</i>	7
a picture	<i>une image</i>	6
a piece	<i>un morceau</i>	1
to pile	<i>empiler</i>	11
a pile	<i>une pile</i>	11
to pile up	<i>empiler</i>	11
a pill	<i>une pilule</i>	9
a pillow	<i>un oreiller</i>	9
a pinch	<i>une pincée</i>	12
a pineapple	<i>un ananas</i>	12
a pint	<i>0.47 litre</i>	B
to place	<i>placer</i>	12
a plan	<i>un plan</i>	2
a plane	<i>un avion</i>	A
a plant	<i>une plante</i>	12
a plantation	<i>une plantation</i>	6
a plastic bag	<i>un sac en plastique</i>	A
pleasant	<i>agréable</i>	9
to please	<i>plaire</i>	9
to be pleased	<i>être content</i>	9
plenty (of)	<i>assez (de)</i>	7
pneumonia	<i>la pneumonie</i>	4
a policy	<i>une politique</i>	3
polite	<i>poli</i>	9
politely	<i>poliment</i>	10
political	<i>politique</i>	3
popular	<i>populaire</i>	2
a population	<i>une population</i>	A
population control	<i>le contrôle de la poussée démographique</i>	7
Portugal	<i>le Portugal</i>	3
Portuguese	<i>un(e) Portugais(e)</i>	3
a possibility	<i>une possibilité</i>	4
a pound	<i>une livre (453,6 grammes)</i>	B
poverty	<i>la pauvreté</i>	3
power	<i>faculté</i>	3
a power	<i>un pouvoir</i>	12
powerful	<i>puissant</i>	10
practical	<i>pratique</i>	2
a prayer	<i>une prière</i>	5
to prefer	<i>préférer</i>	A
a preference	<i>une préférence</i>	10
pregnancy	<i>la grossesse</i>	4
pregnant	<i>enceinte</i>	6

prejudice	<i>un préjugé</i>	9
a presence	<i>une présence</i>	5, 8
a present	<i>un cadeau</i>	A, 9
to preserve	<i>conserver</i>	12
pressure	<i>la pression</i>	7
a pressure	<i>une pression</i>	3
to prevent	<i>empêcher</i>	4
a price	<i>un prix</i>	8
priceless	<i>sans prix</i>	5
pride	<i>la fierté</i>	5
a prince	<i>un prince</i>	1
a princess	<i>une princesse</i>	1
principal	<i>principal</i>	8
a prisoner	<i>un(e) détenu(e)</i>	3
a prize	<i>un prix</i>	A
a procedure	<i>une procédure</i>	12
a product	<i>un produit</i>	2
a profession	<i>une profession</i>	6
a profit	<i>un profit</i>	2
to profit	<i>bénéficier de</i>	10
profitable	<i>rentable</i>	10
profitably	<i>à profit</i>	10
a program	<i>un programme</i>	8
to make progress	<i>faire des progrès</i>	8
progress	<i>le progrès</i>	4
a project	<i>un projet</i>	2
to promise	<i>promettre</i>	5
to promote	<i>promouvoir</i>	7
a proof	<i>une preuve</i>	6
a prospect	<i>une perspective</i>	7
to protect	<i>protéger</i>	A
proud	<i>fier</i>	A
proudly	<i>fièrement</i>	5
to provide	<i>fournir, pourvoir</i>	12
publicity	<i>la publicité</i>	7
to pull back	<i>retirer</i>	11
a punishment	<i>un punishment</i>	10, 11
to purchase	<i>acheter</i>	A
to put back	<i>remettre</i>	6
to put out	<i>faire sortir</i>	9
to put		
something on	<i>mettre</i>	11

Q

quality	<i>la qualité</i>	10
a quality	<i>une qualité</i>	4'
a quantity	<i>une quantité</i>	2
to quarrel	<i>se quereller</i>	B
a quart	<i>0,946 litre</i>	B
a queen	<i>une reine</i>	13

to quiet	<i>calmer, apaiser</i>	10
quiet	<i>le calme</i>	10
quietly	<i>silencieusement</i>	10
quite	<i>tout à fait</i>	12

R

a race	<i>une race</i>	3
a race	<i>une course</i>	C
racist	<i>un(e) raciste</i>	3
radiantly	<i>d'un air radieux</i>	8
in rags	<i>en loques</i>	1
a ram	<i>un béliér</i>	5
(would) rather	<i>aimer mieux</i>	10
rather than	<i>plutôt que</i>	4
a ratio	<i>une proportion</i>	13
to reach	<i>atteindre</i>	5
to reach out for	<i>étendre le bras pour</i>	11
to realize	<i>se rendre compte de</i>	4
recently	<i>récemment</i>	6
a rectangle	<i>un rectangle</i>	12
to refer to	<i>faire allusion à</i>	7
a refrigerator	<i>un réfrigérateur</i>	3
to refuse	<i>refuser</i>	A
to regard as	<i>considérer comme</i>	8
a region	<i>une région</i>	5
a regret	<i>un regret</i>	8
regular	<i>régulier (ère)</i>	10
related	<i>apparenté</i>	2
a relationship	<i>un rapport</i>	2
a relative clause	<i>une relative</i>	1
to release	<i>libérer</i>	3
a relief	<i>un soulagement</i>	5
religious	<i>religieux</i>	5
to rely on	<i>compter sur</i>	8
remaining	<i>le reste</i>	2
to rent	<i>louer</i>	10
to repair	<i>réparer</i>	10
a repair	<i>une réparation</i>	10
repaired	<i>réparé</i>	10
repeatedly	<i>à maintes reprises</i>	11
replacement	<i>remplacement</i>	8
a report	<i>un rapport</i>	2
to represent	<i>représenter</i>	7
a request	<i>une demande</i>	A
to require	<i>demander</i>	3
to require	<i>avoir besoin de</i>	10
to rescue	<i>sauver</i>	1
resources	<i>les ressources</i>	7
to respect	<i>respecter</i>	3
respiratory	<i>respiratoire</i>	4
to respond	<i>répondre</i>	3

responsibility	<i>responsabilité</i>	B
a result	<i>un résultat</i>	8
to result	<i>résulter</i>	4
a return	<i>un rapport</i>	10
in return for	<i>en récompense de</i>	1
revenge	<i>la vengeance</i>	13
to revoke	<i>abroger</i>	3
to reward	<i>récompenser</i>	5
to rewrite	<i>récrire</i>	A
richest	<i>le (la) plus riche</i>	1
a ride	<i>un tour</i>	4,B
to ring	<i>sonner</i>	8
a ring	<i>une bague</i>	3
ripe	<i>mûr</i>	10
to ripen	<i>mûrir</i>	2
to rise	<i>se lever</i>	5
a robber	<i>un bandit</i>	1
a robe	<i>une robe</i>	5
a rock	<i>une roche</i>	12
a root	<i>une racine</i>	A
a rose	<i>une rose</i>	5
to rot	<i>pourrir</i>	3
rot	<i>la pourriture</i>	3
rotten	<i>pourri</i>	3
a route	<i>une ligne</i>	10
royal	<i>royal</i>	A
to rub	<i>frotter</i>	1
a rug	<i>un tapis</i>	9
a rule	<i>une règle</i>	2
to run (a shop)	<i>gérer (une boutique)</i>	8
to run a route	<i>faire la liaison</i>	10
to run along	<i>courir</i>	8
to run away	<i>se sauver</i>	8
to run down	<i>couler</i>	11
rural	<i>rurale</i>	A,10
to rush	<i>se précipiter</i>	8
a rush	<i>une ruée</i>	8
rushing	<i>la précipitation</i>	8

S

sadness	<i>la tristesse</i>	4
safe	<i>en sécurité</i>	3
a salary	<i>un salaire</i>	7
the same... as	<i>le/la même ... que</i>	3
to save	<i>sauver</i>	13
to save	<i>économiser</i>	10
savings	<i>les économies</i>	10
a savings account	<i>une compte d'épargne</i>	10
to say prayers	<i>faire des prières</i>	5
to scare	<i>effrayer</i>	5

a schoolhouse	<i>une école</i>	6
to scold	<i>gronder</i>	6
a scorpion	<i>un scorpion</i>	A
scraps	<i>les restes</i>	3
to scream	<i>crier, pousser des cris</i>	11
seasoning	<i>assaisonnement</i>	12
a secretary	<i>un(e) secrétaire</i>	A
a seed	<i>une graine</i>	2
to seek	<i>chercher</i>	1
to seem	<i>avoir l'air</i>	10
to seem like	<i>sembler être</i>	10
to seem that	<i>sembler que</i>	10
to seem to (be)	<i>sembler</i>	10
seldom	<i>rarement</i>	8
selfish	<i>égoïste</i>	3
a seller	<i>vendeur</i>	10
Senegalese	<i>Sénégalais(e)</i>	6
sense	<i>le sens</i>	8
to separate	<i>séparer</i>	3
separate	<i>séparé(e)</i>	3
separetely	<i>séparément</i>	3
seperateness	<i>séparatisme</i>	3
seriousness	<i>la gravité</i>	7
a servant	<i>un(e) domestique</i>	1
a service	<i>un service</i>	10
a set	<i>une série</i>	10
to set an example	<i>donner un exemple</i>	4
to set fire to	<i>mettre le feu à</i>	8
to set off	<i>se mettre en route</i>	6
sewing	<i>couture</i>	2
a sewing machine	<i>une machine à coudre</i>	2
shameful	<i>honteux</i>	5
a share	<i>une action</i>	10
sharp	<i>tranchant</i>	1, 3
to sharpen	<i>aiguiser</i>	3
sharply	<i>à pointe acérée</i>	3
sharpness	<i>le tranchant</i>	3
a sheet	<i>un drap</i>	2, 11
a shelf	<i>une étagère</i>	11
to shift	<i>changer de place; se déplacer</i>	6
a shilling	<i>un shilling</i>	10
to shoot	<i>tirer</i>	3
short	<i>court</i>	8
to shorten	<i>raccourcir</i>	8
shortness	<i>brièveté</i>	8
to shout	<i>crier</i>	9
to show up	<i>être visible</i>	3
to show up	<i>arriver</i>	6
shrouded	<i>voilé</i>	5
shy	<i>timide</i>	8
a sickness	<i>une maladie</i>	4

a side	<i>un côté</i>	1
on one side (of)	<i>d'un côté (de)</i>	9
the sight of	<i>la vue de</i>	11
significance	<i>l'importance</i>	5
to silence	<i>étouffer</i>	11
silk	<i>la soie</i>	1
similar	<i>semblable</i>	1
simple	<i>simple</i>	10
a sin	<i>un péché</i>	5
sisterhood	<i>solidarité féminine</i>	4
to sit up	<i>se redresser</i>	11
a sitting room	<i>un salon</i>	9
a size	<i>une taille</i>	7
a skill	<i>une technique</i>	2
to slaughter	<i>abattre</i>	5
a slave	<i>un(e) esclave</i>	6
slavery	<i>l'esclavage</i>	6
to slice	<i>couper en tranches, en rondelles</i>	12
to slow down	<i>ralentir</i>	7
to smell	<i>respirer le parfum</i>	5
a smile	<i>un sourire</i>	5
smoking	<i>le fait de fumer</i>	4
a snake	<i>un serpent</i>	A
to sneeze	<i>éternuer</i>	5
so	<i>aussi</i>	8
so ... that	<i>si ... que</i>	1
so that	<i>pour que</i>	10
to sob	<i>sangloter</i>	A
sober	<i>sobre, (qui n'est) pas ivre</i>	4
social	<i>social</i>	7
a soft drink	<i>une boisson non alcoolisée</i>	6
soil	<i>la terre</i>	12
a soldier	<i>un soldat</i>	1
solid	<i>solide</i>	10
a solution	<i>une solution</i>	B
a solution	<i>une solution, un soluté</i>	12
to solve	<i>résoudre</i>	7
someday	<i>un de ces jours</i>	3, A
to be sorry about	<i>regretter que / de</i>	7
something		
soup	<i>la soupe</i>	12
a source	<i>une source</i>	10
South Africa	<i>l'Afrique du Sud</i>	3
southern (Africa)	<i>(Afrique) australe</i>	3
to speak out	<i>parler franchement</i>	A
specific	<i>explicite</i>	3
a speech	<i>un discours</i>	10
spelling	<i>l'orthographe</i>	11
to spend money on	<i>dépenser de l'argent</i>	4
	<i>à / pour</i>	
to spill	<i>renverser</i>	12

to sponsor	<i>sponsoriser</i>	10	to take someone	<i>prendre quelqu'un</i>	8
square	<i>carré</i>	6	by surprise	<i>au dépourvu</i>	
a squash	<i>une courge</i>	12	to take someone's	<i>remplacer quelqu'un</i>	5
to squeeze	<i>serrer; presser</i>	5	place		
a stadium	<i>un stade</i>	6	to take something	<i>faire contre mauvaise</i>	8
to stare	<i>regarder fixement</i>	9	well	<i>fortune bon coeur</i>	
to start off	<i>se mettre en route</i>	8	to talk over	<i>discuter</i>	A
a statement	<i>une déclaration</i>	A	a taste	<i>un goût</i>	11
a station	<i>un poste</i>	6	to tear	<i>déchirer</i>	1
to stay on	<i>rester</i>	8	technical	<i>technique</i>	A, 12
to step into	<i>marcher</i>	1	temperature	<i>la température</i>	3
step-by-step	<i>point par point</i>	12	terribly	<i>terriblement</i>	11
a stepfather	<i>un beau-père</i>	6	to terrify	<i>terrifier</i>	11
still	<i>encore, toujours</i>	11	terrifying	<i>terrifiant</i>	6
a stomachache	<i>un mal d'estomac</i>	1	terror	<i>la terreur</i>	11
to store	<i>mettre en réserve</i>	12	to thank	<i>remercier</i>	10
a storm	<i>une tempête</i>	1	thankful	<i>reconnaissant</i>	10
a stove	<i>un fourneau</i>	4, 11	thankfully	<i>avec reconnaissance</i>	10
strange	<i>inconnu</i>	5	thanks	<i>les remerciements</i>	10
strength	<i>la force</i>	8	thatched	<i>de chaume</i>	13
to strengthen	<i>fortifier</i>	8	thick	<i>épais</i>	12
a stress	<i>un accent</i>	2	a thorn	<i>une épine</i>	13
strong	<i>fort</i>	8	though	<i>bien que</i>	10
a structure	<i>une structure</i>	8	a thousand	<i>mille, un millier</i>	2
a struggle	<i>une lutte</i>	7	throat	<i>la gorge</i>	11
to struggle	<i>lutter</i>	5	throughout	<i>partout dans</i>	4
a success	<i>un succès</i>	2	a thumb	<i>un pouce</i>	13
to be successful	<i>réussir</i>	3	a ticket	<i>un billet</i>	10
such	<i>si</i>	6, 9	till	<i>jusqu'à</i>	11
such...that	<i>si...que</i>	5	timid	<i>timide</i>	5
to suffer from	<i>souffrir de</i>	4	tiny	<i>tout petit</i>	3
suffering	<i>la souffrance</i>	4	a title	<i>un titre</i>	12
to suggest	<i>suggérer</i>	12	a ton	<i>une tonne</i>	
a suit	<i>un costume</i>	3		<i>(1.000 kg)</i>	B
suitable	<i>convenable</i>	1	towards	<i>vers</i>	1
a suitcase	<i>une valise</i>	6	a town hall	<i>un hôtel de ville</i>	3
a sultan	<i>un sultan</i>	1	townspeople	<i>les citadins</i>	13
to summarize	<i>résumer</i>	2	traffic	<i>circulation</i>	6, 13
superior	<i>supérieur</i>	3	a traffic jam	<i>un embouteillage</i>	6
supplies	<i>les provisions</i>	2	a transmission	<i>une transmission</i>	6
support	<i>le soutien</i>	4	a tray	<i>un plateau</i>	9
to suppose	<i>supposer</i>	8	a treasure	<i>un trésor</i>	1
surely	<i>certainement</i>	5	to treat	<i>traiter</i>	6
to suspect	<i>soupçonner</i>	6	tremendous	<i>énorme</i>	13
a symbol	<i>un symbole</i>	3	to trick	<i>jouer un tour</i>	5
a synonym	<i>un synonyme</i>	11	to trouble	<i>déranger</i>	11
a system	<i>un système</i>	3	trouble	<i>les difficultés</i>	1
			true	<i>vrai</i>	1
			truly	<i>vraiment</i>	1
			a trunk	<i>une trompe</i>	3
			truth	<i>la vérité</i>	3
			to try something on	<i>essayer quelque chose</i>	10

T

a table (chart)	<i>une table</i>	A
a tablecloth	<i>une nappe</i>	A

a turn	<i>un tour</i>	13
to turn off	<i>éteindre</i>	A
to turn on	<i>allumer</i>	A
to turn over	<i>retourner</i>	12
a type	<i>un type</i>	1
typical	<i>typique</i>	6

U

ugly	<i>laid(e)</i>	3
an ulcer	<i>un ulcère</i>	4
unbalanced	<i>mal équilibré</i>	6
uncertain	<i>incertain</i>	6
uncooked	<i>non cuit</i>	5
undistinguished	<i>médiocre</i>	5
undrinkable	<i>non potable</i>	5
uneducated	<i>sans éducation</i>	7
unfair	<i>injuste</i>	7
unfortunately	<i>malheureusement</i>	11
unhealthy	<i>maladif</i>	5
unless	<i>à moins que</i>	10
unprofitable	<i>peu fructueux</i>	10
unreal	<i>irréel</i>	5
the unreal present	<i>le présent irréel</i>	7
to unscramble	<i>démêler</i>	5
unthankful	<i>ingrat</i>	10
until	<i>jusqu'à ce que</i>	10
untrue	<i>faux</i>	3
unusual	<i>exceptionnel</i>	10
unwanted	<i>non souhaité</i>	8
unwilling	<i>peu disposé à</i>	5
an uprising	<i>une insurrection</i>	3
upset	<i>peiné</i>	5
upset	<i>bouleversé(e)</i>	12
to be of use	<i>être utile</i>	6
to use up	<i>épuiser</i>	7
to be used to	<i>être habitué à,</i> <i>avoir l'habitude de</i>	4
to be used to (do something)	<i>avoir l'habitude</i> <i>de faire quelque chose</i>	3
useful	<i>utile</i>	6

V

valuable	<i>précieux</i>	2
to value	<i>apprécier, tenir à</i>	3
value	<i>la valeur</i>	3
to vanish	<i>disparaître</i>	5
a variety of	<i>une diversité de</i>	B
various	<i>divers</i>	13
to vibrate	<i>vibrer</i>	A
a victory	<i>une victoire</i>	3

violence	<i>la violence</i>	3
violent	<i>violent(e)</i>	3
violently	<i>violemment</i>	5
a voice	<i>une voix</i>	5
volume	<i>le volume</i>	B
to volunteer	<i>s'offrir à (faire quelque chose)</i>	8
to vomit	<i>vomir</i>	12

W

a waiter	<i>un garçon (de café)</i>	A
a wallet	<i>un portefeuille</i>	C
warlike	<i>belliqueux</i>	13
a warning	<i>un avertissement</i>	8
to waste	<i>gaspiller, perdre</i>	5
a watering can	<i>un arrosoir</i>	2
weak	<i>faible</i>	8
wealthy	<i>riche</i>	1
weather	<i>le temps</i>	4
weekly	<i>hebdomadaire</i>	2
weight	<i>le poids</i>	2, B
West African	<i>de l'Afrique occidentale</i>	8
western	<i>de l'ouest</i>	11
to wet	<i>mouiller</i>	11
wheat	<i>blé</i>	3
whether	<i>si</i>	A
to whisper	<i>chuchoter</i>	11
why don't we ...	<i>et si on...,</i> <i>pourquoi pas ...</i>	11
wide	<i>large</i>	6
willing	<i>prêt</i>	5
willingly	<i>volontairement</i>	5
willingness	<i>la bonne volonté</i>	5
to win	<i>gagner</i>	A
wind	<i>le vent</i>	5
a wish	<i>un désir</i>	7
to wish	<i>souhaiter</i>	5
with open arms	<i>à bras ouverts</i>	1
without	<i>sans</i>	13
to wonder	<i>se demander</i>	8
wonderful	<i>merveilleux</i>	2
wood	<i>le bois</i>	3
woods	<i>les bois</i>	6
work	<i>le travail</i>	2
worry	<i>l'inquiétude</i>	6
worthy	<i>digne</i>	1
would like to	<i>aimer bien, vouloir</i>	10
would prefer to	<i>aimer mieux</i>	10
a wound	<i>une blessure</i>	A
to wrap	<i>envelopper</i>	12

Y

a yard	<i>une cour</i>	3
a yard	<i>un yard (91,44cm)</i>	B
Yorkshire	<i>Yorkshire (un ancien comté de York, Angleterre)</i>	11
Your Majesty	<i>Votre Majesté</i>	1

youth	<i>la jeunesse</i>	3
a youth center	<i>un foyer de jeunes</i>	3

Z

zero	<i>un zéro</i>	7
a zoo keeper	<i>un(e) gardien(ne) de zoo</i>	13

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